

University Of Alberta



0 0001 15808 18



SPRINGBOARDS 1

WORKBOOK K6

PE
1117
T49
1977
gr.03
lev.6
wkbk.
C. 6

CURR

EXPRESSWAYS

Elizabeth A. Thorn
Joan M. Irwin

Illustrators

Sarie Jenkins
Lynn Ferguson
Susan Weiss

Ex libris UNIVERSITATIS ALBERTAENSIS



COPYRIGHT © GAGE EDUCATIONAL PUBLISHING LIMITED, 1978

PRINTED AND BOUND IN CANADA

All rights reserved—no part of this book may be reproduced in any form without permission in writing from the publisher.

Reproducing passages from this book by mimeographing or by photographic, electrostatic, or mechanical means without the written permission of the publisher is an infringement of copyright law.

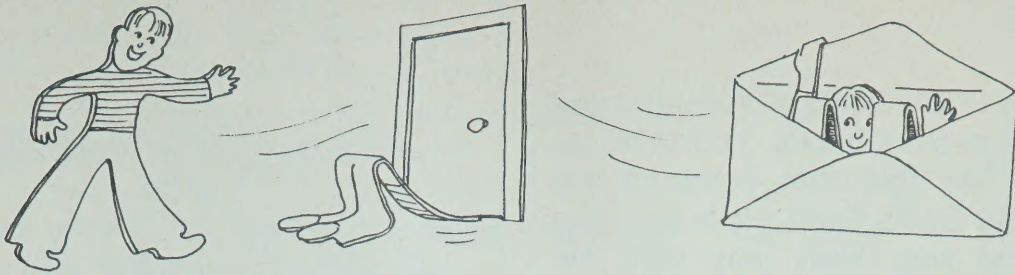
ISBN 0-7715-5962-3

2 3 4 5 6 7 8 9 AP 80 79

gage EDUCATIONAL
PUBLISHING LIMITED
Toronto • Vancouver • Calgary • Montreal

LIBRARY
UNIVERSITY OF ALBERTA

Write “make-believe” on the line if the paragraph comes from a story that is make-believe. Underline the words that tell you it is make-believe.



Once upon a time, long, long ago, a land called What's-Its-Name was ruled by a very good queen. She had just one fault. She could remember all kinds of difficult things but couldn't remember everyday things like where she put her crown or where she kept the key to the safe.

Mrs. Duck swam proudly out from the reeds that edged the pond, and behind her a long row of ducklings swung into line. Then Gloria slipped into place behind the last duckling. Gloria didn't belong in that line. She wasn't a duck; she was a goose, and a grown-up goose at that.

Nobody in the whole country worked because they all had plenty of gold. Where did they get it? Why, from the mermaids' old dresses, of course. For every May the mermaids sat on the rocks on the shore and made themselves new dresses for the coming year. They left the old ones lying in the sand and as the sun dried them, the green scales turned into pieces of gold.

There was once a boy who was thinner than thin — as thin as paper. He looked very strange and different, and he could do very unusual things. He had a habit of sliding under doors instead of opening them. Instead of writing a letter to his uncle, he folded himself into an envelope and went through the mail to visit.

Martin perched on a high stool by the kitchen stove watching the pancakes cook. He counted bubbles as they appeared. “1, 2, 3, 4, 5” and then he flipped the pancake.

All the people are hurrying home —
 People
 With babies,
 And people alone,
 Wagons and bicycles and big red trucks,
 And kids shooting home with their hockey pucks.

Objective: Distinguish fact and fancy; identify cues to fanciful writing.

Directions: See directions to the pupils. Discuss completed exercise with the group.

2880973

Read the story and answer the questions.

TROLLS

There are many kinds of trolls that you will meet in story books. You must remember the troll that bothered the Three Billy Goats Gruff. He lived in the water and was really very ugly. He had eyes as big as saucers and a nose as long as a poker.

Troll, in "The Loose Tooth," was small and frightened and needed a really good friend like Mole. You found out what he looked like from the pictures in your book.

Some trolls are giants that live deep in the mountains of Norway. When the roosters crow to tell them it is getting dark, the trolls push open great stone doors in the sides of the mountains and come out to wander through the



forests all night. As soon as the sun comes up, they hurry back inside the mountain and slam the doors.

Some trolls have more than one head! That is very difficult. All the mouths talk at once so the trolls can't hear what the mouths are saying. And all the mouths get hungry together. The trolls only have two hands and can't feed all the mouths at once. So the heads start to yell at each other and the poor trolls have ten headaches all at the same time!

1. Which trolls would be most frightening to see?

2. Which trolls are likely unhappy most of the time?

3. Which trolls are never seen in the daytime?

4. Write the names of two places where trolls live.

5. Which troll is likely the noisiest?

On a piece of paper, draw each of the four kinds of troll.

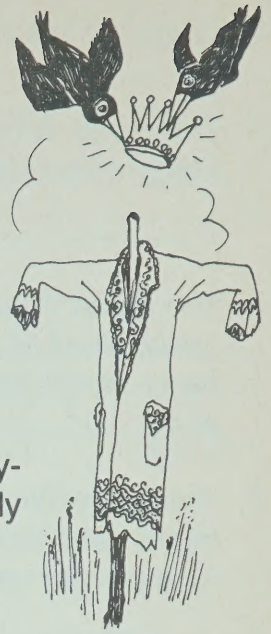
The King's Scarecrow

Stanley Scarecrow stood guard in the king's garden and wore the king's old robes but he was not satisfied. "Why," said Stanley, "every other scarecrow has a hat. A farmer's scarecrow wears a farmer's hat. A painter's scarecrow wears a painter's hat. A king's scarecrow should surely wear a crown!"

A big black crow heard Stanley and flapped his wings. "I can get a crown for you, Stanley," he cawed.

That evening two huge black crows swooped over the garden carrying a beautiful crown that flashed in the sun. They placed it carefully on Stanley's head!

Think about the story. How does Stanley feel? Where did the crows get the crown? What will happen? Finish the story.



Objective: Write a story ending.

Directions: Pupils read the story beginning, think about the questions raised, and write an ending for the story.

Think about "The Rude Wind." Write your answers.

1. The Rude Wind rattled Kristi's window. List three other things it likely rattled along its way.

2. The Rude Wind swooped down and caught Kristi and blew her away. Most of the time when the wind swoops down it blows away things like _____ , _____ , and _____ .

3. The Rude Wind played a trick on the letter carrier. Tell what might have happened if it had seen
(i) a painter up on a ladder painting a house.

- (ii) a gardener planting flowers in the park.

4. Suppose the Rude Wind blew into your classroom right now. What would go flying around the room?

5. All through the story the Rude Wind seemed very pleased. It roared with laughter when it blew Kristi away and it chuckled when the letters flew through the air. But at the end it is muttering and grumbling. How does it feel?

Why do you think it has changed?

Write the correct word on the line.

1. It gets sore when you have a cold. _____
2. It means the same as brag. _____
3. A boat has to do this. _____

float	throat
boast	choke

-
4. It is used to make butter. _____
 5. Many people go there on Sunday. _____
 6. A pencil writes better if it is like this. _____

sharp	churn
short	church

-
7. It is a small piece of dry bread. _____
 8. You do it to get to the top of a _____
mountain.
 9. Stairs in an old house might do this. _____

climb	creak
crumb	cream

-
10. You might get this swimming. _____
 11. Thread is on it. _____
 12. People sit on it. _____

stool	cramp
clamp	spool

-
13. This means a very light wind. _____
 14. You might see a lot of cows here. _____
 15. People sit on it in the park. _____

bench	branch
ranch	breeze

-
16. This is for a queen to wear. _____
 17. This means the same as smart. _____
 18. It's a plant starting to grow. _____

stream	sprout
crown	clever

Objective: Recognize core vocabulary; apply knowledge of consonant blends and digraphs.
Directions: Pupils choose a word from the box on the right to match each sentence and write it on the line.

- Write what he would have said.**

A simple line drawing of a boy running to the left. He is wearing a long-sleeved shirt, pants, and boots. His right boot is flying off his foot and is shown in mid-air to the right of him, with motion lines indicating it is moving away from him.

- when the sun shone on his spaceship.

- Woggle let Tiggle blast off to Earth again because _____

Read the lists of words. Choose the best one to finish each sentence.

march	tramped	stroll	stagger
plodded	limp	hurry	trudged

1. My foot was so sore I had to _____ along behind the others.
 2. Everyone in the parade must _____ to the music of the band.
 3. I have nothing to do so I guess I'll _____ through the park and watch the ducks.
 4. "I'm so tired," sighed Tomas as he _____ up the third hill.
 5. "It's really hard walking today," said Vera as she _____ through the deep snow.
-

shouted	whispered	cried	groaned
screamed	called	answered	coaxed

1. "Please, please let me go with my friends," _____ David.
 2. "Do you think they'll see us hiding here?" _____ Sara.
 3. "I fell off my bike and scraped my arm on the sidewalk,"
_____ Helena.
 4. "Don't let that big dog come any closer!" _____ the frightened little boy.
-

Objective: Select precise vocabulary.

Directions: See pupil directions. Discuss pupils' choices when work is completed.

Read the poem and write a title for it.

A butterfly made an elephant sneeze.
The butterfly said, "Excuse me, please!"
But the elephant sniffed and wept and wheezed
And wouldn't speak to the butterfly.

The butterfly sighed and brought him a rose.
He put it right under the elephant's nose.
But the elephant pouted and stared at his toes.
And wouldn't look at the butterfly.

The butterfly cried and brought him a peanut
And said, "I'm so sorry. I really do mean it!"
The elephant let on he just hadn't seen it
And gave no ear to the butterfly.

The butterfly left and he never returned.
His feelings were hurt, his apology spurned.
Now the elephant's lonely. A lesson he's learned.
But he'll hear no more from the butterfly.

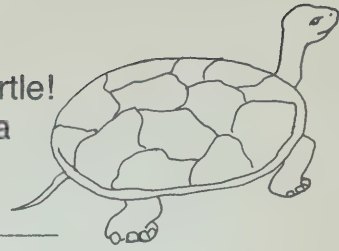
Patricia Vickery

What pictures did you see as you read the poem? List them on the lines below. Draw the pictures all around the poem.

Objective: Interpret a poem; form sensory impressions; apply word perception skills.
Directions: Pupils read the poem independently and list the main pictures it describes, then illustrate the poem.

Would You Believe It?

1. One of the longest traffic jams in Canada was caused by a turtle! It strolled down the middle of one lane of a busy highway on a hot Saturday afternoon. The cars crawled along behind it.



Do you believe it? _____

Why? _____

2. One day it rained so hard that a baby hippo in a zoo in New Zealand was washed over the fence around his pen, and floated along the river to a lake in the park.



Do you believe it? _____

Why? _____

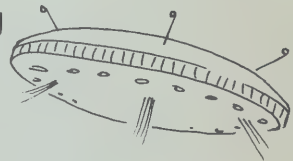
3. A woman's pet parrot was stolen from the cage in her garden. The woman missed her pet for it had learned to talk and kept her company. One day as she was walking down the street she heard someone calling her name. It was her parrot! The thief had sold it to a pet store and its cage was hanging by the door.



Do you believe it? _____

Why? _____

4. One day a man and four friends were driving along a country road. They were startled to see a strange object sitting in the ditch. It was silver and looked just like pictures they'd seen of flying saucers. The man got out of the car to get a closer look at the strange object. As he came nearer, something like a magnet seemed to draw him into the object. He said he was in the flying saucer for five days and then the strange people in the ship brought him back.



Do you believe it? _____

Why? _____

Objective: Interpret paragraphs; make judgments; recognize core vocabulary; write answers to questions.

Directions: Pupils read each paragraph, decide on the plausibility of the anecdote, and answer the questions.

Check the things you would find only in a make-believe story.

- | | |
|--|---|
| <input type="checkbox"/> a Martian who talks English | <input type="checkbox"/> a fierce lion asleep in a cage |
| <input type="checkbox"/> a spaceship blasting off to the moon | <input type="checkbox"/> stars used for traffic lights |
| <input type="checkbox"/> a lion going to school to protect its friend | <input type="checkbox"/> a frog diving in a pond |
| <input type="checkbox"/> a girl who flies through the air, waving her arms | <input type="checkbox"/> a troll who is a good dentist |
| <input type="checkbox"/> a duck with a pack on its back | <input type="checkbox"/> a field of yellow goldenrod that makes people sneeze |
| <input type="checkbox"/> houses strolling on the beach and quarreling among themselves | <input type="checkbox"/> a tree that grows cookies |
| <input type="checkbox"/> houses travelling along the highway | <input type="checkbox"/> the moon dancing in a ring with the "little people" |
| <input type="checkbox"/> the wind scattering a bag of mail along the street | <input type="checkbox"/> a car and a bus arguing about the cause of an accident |
| <input type="checkbox"/> a bear gobbling a fish for lunch | <input type="checkbox"/> mice eating cheese |
| <input type="checkbox"/> a deer and a turtle running a race | <input type="checkbox"/> a goose with a new cloak |
| | <input type="checkbox"/> mice making plans to trick the cat |

Choose two of the make-believe things you have checked.

Write a paragraph about each.

1. _____

2. _____

Read the story and fill in the blanks with your own words.

Mary Emma had said “No!” And she really meant it. No matter how her relatives begged, she just skipped into the castle garden to enjoy herself. And they had to do the work because Baron Bonbol said so.

Three of her aunts were in the kitchen pushing and shoving and muttering and grumbling. They were trying to make _____, and _____, and _____. But what they really made was a great big mess!

They spilled _____ and _____ and _____.

They broke _____ and _____, and _____.

And they burned everything they tried to cook.

Three of her uncles were in the living room clanging and banging and pouting and sulking. They had been told to _____, and _____, and _____. But they hated dusting and sweeping and scrubbing and

polishing. They didn't do very well at all.

And the cousins were no better!

One complained, “Look at the blisters I got from _____.”

Another said, “Look at the bruise I got from _____.”

And another said, “Look at the bumps and lumps I got _____.”

As for Mary Emma she was in the garden practising her skipping, and singing.

“Soda pop, jelly beans, licorice, gum!
What'll you buy when the candymen come?
Ice cream, popsicles, peppermint sticks,
Who can tell me how many licks? One, two, three . . .”

And she was doing very well indeed!

Objective: Recognize core vocabulary; interpret a story; complete sentences.

Directions: Pupils fill in the blanks so that the story ideas reflect the ideas of “Mary Emma Banburybun.”

Read the sentences. Say the underlined word to yourself. Then read the three words and circle the one that has the same vowel sound as the underlined word.

1. Tie the bag with a string.

wind while chief

2. What a huge dog!

hug none tube

3. The dew left everything damp.

am aim place

4. Don drove the van.

come coat hot

5. The old coat is torn.

bone oil pond

6. Get some new crayons.

sun home on

7. The harsh wind bent the tree.

get creep sea

8. Where is the other cup?

mud those on

9. I'll trade places with you.

shame tap call

10. The farmer looked at the crop.

box cow stone

11. Can you find your hat?

mine sit first

12. Pete has a new jacket.

pet please pretty

13. Eat a plum or an apple.

bug blue cube

14. What have you made?

as ate pay

15. Did you slide on the ice?

white slip sleep

16. Check your work.

round send find

Objective: Recognize long and short vowel sounds; apply knowledge of vowel sounds to identify words.

Directions: See pupil directions.

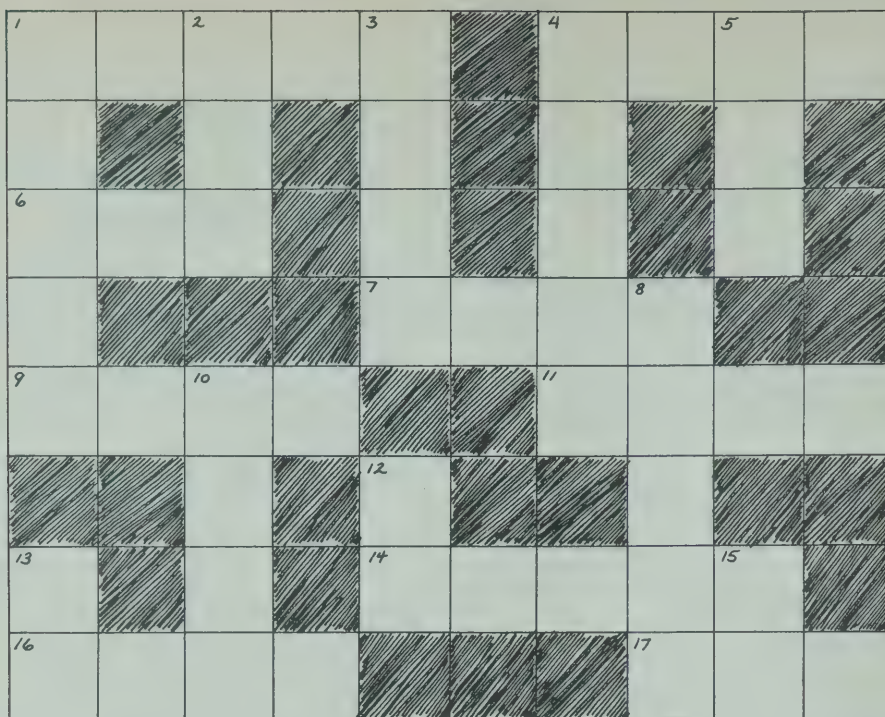
Authors use words to help readers to see and hear things. Read the phrases in each box.

Write the name of the place you see or hear.

sand and water hot sun children in swim suits picnic lunches _____	cars, trucks, vans Honk! Honk! Honk! red, green, and yellow lights many hurrying people _____
a lot of books pencils, crayons, paints chalkboards a lot of children _____	tents and clowns noisy people and animals excitement elephants doing tricks _____
a tall building without stairs a button is pressed a light flashes, a door opens a door closes, and up, up, up! _____	coats, dresses, shoes, stockings, dishes, radios furniture, stoves, lamps, clerks, people _____
cool and leafy and green huge tree trunks a hopping rabbit birds chirping and singing _____	stalls of fruits and vegetables people selling things people buying things cheerful talking and laughing _____

Choose one of the places. Write sentences to describe it.

Crossword Puzzle



DOWN

1. A path through the woods.
2. A part of your body.
3. Used to hold boards together.
4. You use it with a brush to color a picture.
5. Lemon _____ is a cool drink.
8. Let the water _____ out of the tub.
10. "Please _____ my letter."
12. Carol Smart's initials.
13. He _____ in the house.
15. " _____ , you can't go!"

ACROSS

1. It travels on tracks.
4. You _____ a game.
6. You _____ at the target.
7. The jet will _____ at the airport.
9. A sore foot makes you _____ .
11. It is used to serve food and to carry dishes from one room to another.
14. A mark on your clothes that won't wash out.
16. "It didn't cost much. I bought it at a _____ ."
17. "That is _____ mine."

When you have finished the puzzle, color red all the words in which you hear the ā sound.

Objective: Associate /ā/, /ō/, /ū/, /ü/ with symbols that represent them.

Directions: Explain to the pupils how to do a crossword puzzle, and have them complete the above puzzle.

Write these sentences from “The Little Angry Skunks” in your own way.

1. The bear cub was roly-poly as a puff-ball. _____

2. Mother Bear galloped with the speed of light. _____

3. The little skunks looked as ruffled as leaves in a windstorm.

4. The little skunks went head over heels into the daisies.

Copy the words the author uses in “The Little Angry Skunks” to tell:

- (i) how busy the cub was _____
- (ii) that the cub’s ears stood up _____
- (iii) how the cub’s nose looked _____
- (iv) how the skunks showed their anger (1) _____

(2) _____

- (v) how the two bears left the clearing _____

- (vi) how the skunks left the clearing _____

Objective: Understand sentence meaning — figurative and picturesque language.

Directions: Use after reading “The Little Angry Skunks.” Pupils express the first ideas in their own words; then find the expressions in the story that match the statements in the second exercise.

Finish the sentences by writing a synonym for each underlined word.

1. The squirrels drove the birds away from the feeder. Every time
a bird came to eat, a squirrel _____ it.
2. Manda used up the bucket of white paint and then went to get
a _____ of green.
3. She sang the melody clearly. It was her favorite _____.
4. Rod forgot the package on the bus but another boy called to
him, "Rod, you left your _____."
5. The squirrels and bluejays have a noisy squabble every morning.
Today the _____ is about the nuts that fell from the tree.
6. The police officer came to school and gave a talk about safety.
Everyone thought it was a good _____.
7. Theo always complained that there wasn't enough room in the
yard to play ball. "We need more _____," he said.
8. Ivan liked a lunch after school. "What will I have for a
_____ today?" he wondered.
9. The poor dog had quarrelled with a skunk and the odor was terrible!
It was weeks before the _____ was gone.
10. The horses were all in the pasture. The farmer told us to go out
to the _____ and pick out the one we liked best.

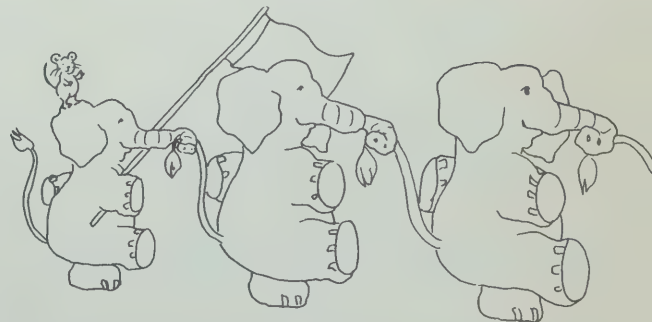
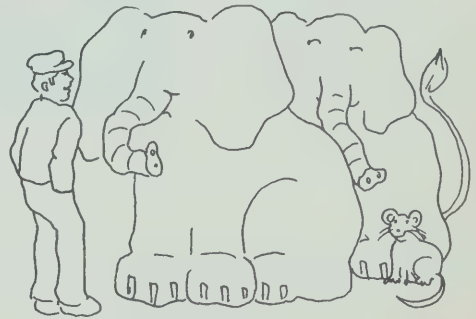
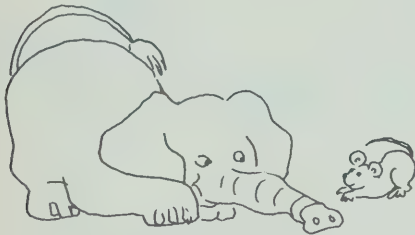
Objective: Interpret sentences; develop vocabulary — synonyms; recognize core vocabulary.

Directions: Pupils read each sentence or group of sentences and note the underlined word. Then they write a synonym for that word, to close the sentences.

Write the story to match the pictures.

Gillipoo Helps Out

Gillipoo was a circus mouse. He loved the circus and he loved his job but sometimes he was lonely. One day he visited the elephants and saw a baby elephant.



Objective: Recall a story; interpret pictures; write a story.

Directions: Use only after pupils have heard the story "Gillipoo Helps Out." Have pupils record the key ideas of the story by writing a text to match each picture.

Swan Hills Grizzly

- only a few hundred in Canada
- fur is grizzled or silver-tipped
- huge, powerful
- can kill a buffalo
- fierce fighter
- playful with family



Cheetah

- lives in Africa and Asia
- fastest land animal on earth
- can run 96 k.p.h.
- black spots on a yellow body
- can be tamed
- purrs like a cat when happy



Caribou

- live in far north; migrate in herds to spend the winter in the northern forests
- broad hoofs act as snowshoes
- hunted by Eskimos for food, clothing, tools, shelter



Cougar

- also called panther or mountain lion
- large, ferocious
- tawny color
- hunts other animals for food
- stalks and runs down game
- its scream frightens forest animals



Which animal migrates? _____

What other animal does it look like? _____

How are its feet suited to its homeland? _____

Who hunts it? _____ Why? _____

Which animals look like big cats? _____

Which one can run the fastest? _____

What is another name for a panther? _____

Which animal does not belong to Canada? _____

Which animal is the strongest? _____

Why do you think it fights other animals? _____

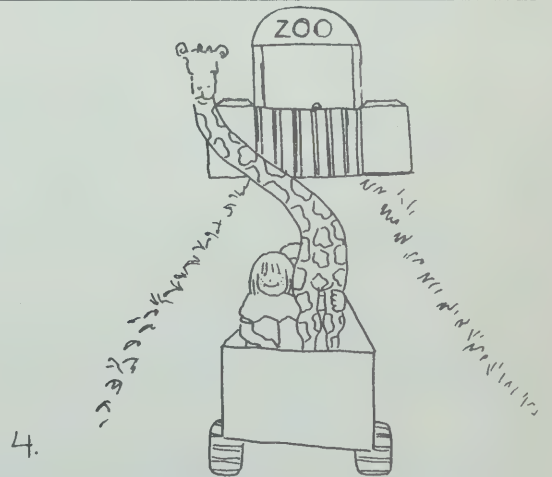
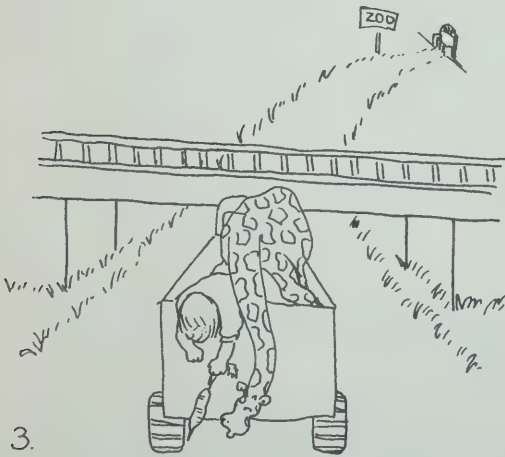
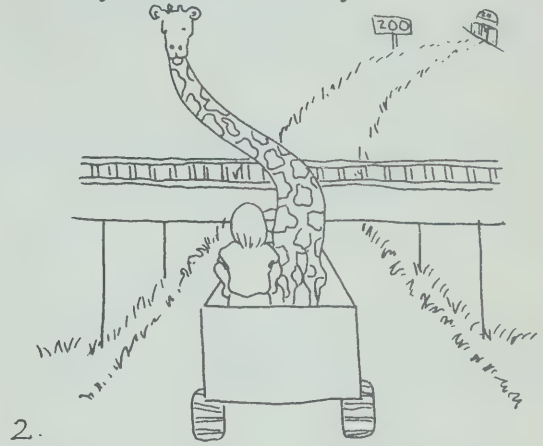
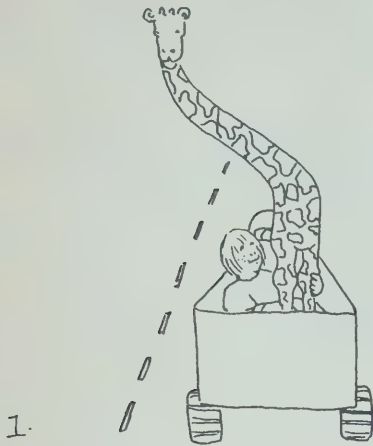
Objective: Interpret detail.

Directions: Pupils look at each picture and study the details listed beside it. Then they answer the questions.

Finish the story.

Zena and the Tall Giraffe

Zena's grandfather was getting too old to care for his pet giraffe so he decided to send it to the zoo. He asked Zena to go along to deliver it. He knew that clever Zena would be able to deal with any problems they had on the way.



Objective: Interpret pictures; write a story.

Directions: Discuss the opening statement with the pupils. Have them study the four pictures to find out what happened on the trip and write the story to match the pictures.

Part A

1. The pika feels safe in its rocky home but sometimes a hawk or an eagle threatens it and it has to run for cover.
2. It was nearly noon and Myra still hadn't come back. Her mother kept looking at the clock and going to look along the street. She was getting worried. She was calling anxiously when at last Myra came around the corner.
3. Father turned his back for just a minute and the children vanished. "Where did they go?" he wondered. "They always disappear when I have work for them to do."
4. The mouse saw the great white owl flying over him and the sharp claws reaching down. It gave a cry of pain as the sharp talons sank into its back.
5. Most cats dislike water and detest getting their feet wet.
6. "I would never go near that old house. No one has lived in it for years. Everyone says it's haunted, and some people have even seen the ghosts creeping through the garden."

Part B

1. Did you ever watch a bear cub while it ate ants?
Never Often Once
2. Do you know how an elk baby tries to hide?
Yes No
3. Have you ever seen a raccoon play tag with its tail?
Never Often Once
4. Would a mother skunk watch while a bear cub tipped her babies over?
Yes No
5. Should one little pika sit and watch the others gather the hay?
Never Often Sometimes

Objective: Use context clues; recognize core vocabulary.

Directions: Teacher-directed Activity. See *Teacher's Sourcebook*, Unit 53, Activity 20 and 22.

One hot summer day two men were walking along the road. They were good friends and were laughing and talking while they walked. A little way behind them a great black bear slouched along. It had had nothing to eat all day and sniffed hungrily at their tracks.

The young man happened to turn around and saw the bear. He screamed and dashed for a tree that was close by. Soon he was safe, high in its branches. He watched as his friend started to follow him. But the friend was old and short and couldn't reach the lowest branch. There was nothing the old man could do to escape.

The old man threw himself flat on the ground and pretended to be dead. The bear came up to the old man, poking with its nose, and growling in the man's ear. Finally, the bear decided the man was dead and lumbered off.

Then the young man came down from the tree.

"What did the bear whisper in your ear?" he asked.

The old man said, "He told me not to be friends with someone who doesn't try to help me when I'm in danger." And he walked away by himself. (Aesop)

1. Write a title for the story.

2. Write two words that tell how the bear moved.

terrified	calm	angry	sad
worried	scared	safe	frightened

3. Circle the words that tell how the old man felt.

4. Circle the words that tell how the young man felt at the end of the story.

proud	ashamed	safe	angry
curious	worried	pleased	foolish

5. Do you think this is a true story? _____

Why? _____

Objective: Recognize core vocabulary; interpret a story; develop vocabulary.

Directions: Use after reading "Charlie Meets a Bear." Have the pupils read the story and answer the questions.

1.



2.



1.

2.

Objective: Interpret pictures; write conversations; use quotation marks.

Directions: Pupils study the two pictures and, on the lines provided, write names for each person. Then pupils write the conversation they think is taking place.

Finish the sentences.

1. The people of Mols were very satisfied with their town. "We don't want anything different," they said. "We don't want things to _____ .
We just like to _____ .
We don't want to _____
like some people do. If we want corn we _____ .
But there is one thing we would like. We would like _____ .
Once we went to the city and bought _____ .
We expected _____
but _____ .
It is no different from the day we bought it. At first we watched it
every day but now _____ .
We should never have listened to the _____ .
It is far, far better just to stay here in our town of Mols and _____ ."
-

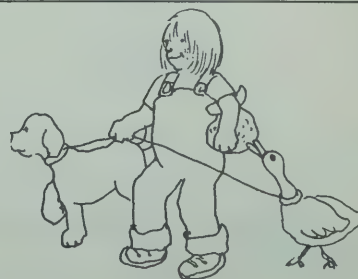
2. Circle all the words that tell about the people of Mols.

satisfied	happy	content	miserable
angry	foolish	lazy	old-fashioned
strange	curious	rich	stupid

3. Write a paragraph about your community. Tell what you like about it and what you would like to change.

Zena Solves Another Problem

Zena has to take a goose and a bag of corn and a big black dog across the river to her uncle's farm. She can only take one thing in the boat at a time. If she leaves the goose and the dog together, the dog will eat the goose. If she leaves the goose and the corn together, the goose will eat the corn. "What can I do?" wondered clever Zena.



Objective: Interpret pictures; write a story.

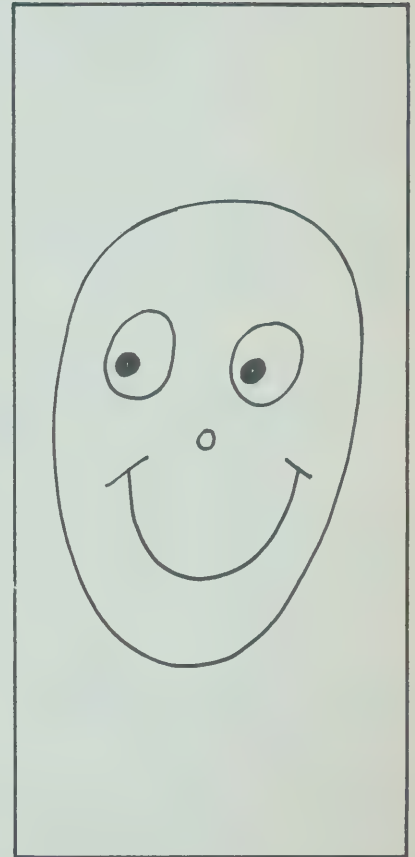
Directions: Pupils read introduction and then study pictures to discover how Zena solved her problem; then write a story to accompany the pictures, on the lines provided.

Making Smilers

What you need: scissors, glue, heavy paper or light cardboard, scraps of colored paper, bits of patterned wrapping paper or wallpaper, popsicle sticks.

1. Use the heavy paper or cardboard to cut out a shape for the face. Add two eyes, a nose, and a big smiling mouth cut from the colored paper. Paste on two eye-brows if you want to. Make three smilers.
2. Now give your smilers some hair. Cut it from colored paper. Cut it a different way for each of your smilers. Cut out two ears for each smiler and paste them on.
3. Use the patterned wrapping paper to dress your smilers. Make a hat for one of them. Make a hat and a tie for another. Make earrings for the third.
4. Glue your smilers to popsicle sticks and use them for puppets.
5. Can you figure out how to make scowlers?

Write the directions here.



Objective: Read and follow directions.

Directions: Make sure the materials are available. Pupils read the directions and carry them out.

Follow the directions.

- 1. Write down a number with three figures.
(The first number must be at least twice the last one.)
- 2. Write the same number backwards.
- 3. Subtract the smaller number from the larger one.
- 4. Write this number backwards.
- 5. Add the last two numbers.

Your answer should be 1089.
Follow the directions again, beginning with a different number. Your final answer should again be 1089.

- 1. Write as one number the date and month of your birthday. (If you were born on the sixteenth of July, write 167. The 16 stands for the date and the 7 means the seventh month of the year.)
- 2. Multiply the number by 2.
- 3. Add 5 to your answer.
- 4. Multiply that number by 100.
- 5. Divide that number by 2.
- 6. Add your age.
- 7. Add a day for each day in the year.
- 8. Subtract 615.

Look at your answer. It should tell you, in order, the day and the month of your birthday and your age.

There are nine spaces in this chart. To solve the puzzle write the numbers from 1 to 9 in the spaces. But you must write the numbers so that every row and every column adds up to 15. The first three numbers are in this puzzle. When you finish this puzzle, try one of your own, putting the numbers in different places.

9	5	1

Underline the prefix in each word. Read the words.

uneven

unhealthy

unsaddle

unhappy

unfair

unlikely

unclean

unbeaten

unlucky

unequal

unfriendly

uncomfortable

unbutton

uncover

untidy

untrue

Use the words to finish the sentences.

1. Marie said she didn't have a bike. I thought that was _____
because I had seen her riding one.
2. Jerry's mother helped him do his project so it was _____
to give him the prize.
3. "We've won every game," said Jan. "We're the only _____
team."
4. Trina misses a lot of school because she's sick. She must be _____.
5. The floor was _____ so the baby's tower of blocks fell over.
6. My pencil is longer than yours. They are _____.
7. After you go riding, you should _____ your horse.
8. It's a good day for a picnic. It's _____ to rain.
9. The room was _____ until we put things away.
10. If it's a warm day, _____ your coat.

Objective: Read and use derived forms with prefix *un*.

Directions: See pupil directions.

The sentences below tell about stories that you have read but they are not in the right order. Write the words one, two, three, four on the lines to show the right order.

_____ Charlie saw something far down the road and didn't know what it was at first.

_____ Charlie was afraid, but at last the bear and her cub passed him, and he went home.

_____ Charlie had helped his father unload some wood and was driving the tractor home.

_____ Soon Charlie saw it was a bear and watched as it came closer and closer.

_____ Those foolish people bought a little boat because they thought it would grow.

_____ The people admired the big fishing boats they saw out at sea.

_____ Once some foolish people went out to see the world.

_____ The people had to be satisfied sitting on the rocks to fish.

_____ At first the relatives didn't know how to do the work at all well.

_____ Once there was a girl who had to do all the work while her relatives did nothing.

_____ The relatives did better and better but soon they all decided to go home.

_____ Her uncle thought it would be far better if the relatives did their share and told them so.

Part A

1. He knew who the man was. He was Mr. Linton. People said he was a hermit because he lived alone in a cabin in the woods. He never spoke to anyone and never went visiting.
 2. Fran jumped back as something hurtled past her ear. She glanced all around but no one seemed to be near. Then something hit her on the head and bounced to the ground. Whoever was throwing things at her must be above her in the tree! Fran searched the leafy branches. Then something moved and she spotted the culprit. A black squirrel was eating nuts and tossing the shells to the ground.
 3. Edith's grandfather liked to wear rings, gold watches, fancy ties, and tie pins. Edith had never seen her grandfather without some ornament on him. He thought these fine things made him more attractive.
 4. The man went to the desk and took out the scroll. He carefully unrolled it. He said it was very old and made of fine paper. Then he began to read the old writing on the paper.
 5. The workers filled the dirigible with gas. This gas was lighter than air. It made the balloon rise above the earth. The people on the ground thought it looked like a giant cigar. The people who had paid for a ride in the dirigible were frightened. These passengers wished they were back on earth.
-

Part B

I will search this town until I find Fletcher. I will pay a reward to anyone who can help me. Fletcher is the first pet I ever had. I don't want a different pet. I don't want a better pet. I just want Fletcher back. He wouldn't go far on his own so he must be somewhere in this town. I'll find him if I search long enough and hard enough.

Objective: Use context to identify words; recognize core vocabulary.

Directions: Teacher-directed Activity. See *Teacher's Sourcebook*, Unit 54, Activity 16 and 18.

Draw a line to the right ending for each sentence.

- | | |
|--|---|
| 1. Jill was worried about Fletcher because ● | ● he wouldn't look at their picture. |
| 2. Because the police didn't know Fletcher ● | ● she knew his dog well. |
| 3. Jill believed Mr. Hollander because ● | ● he wasn't the kind of dog to move unless he had to. |
| 4. Gwen suspected Mr. Fernbach because ● | ● the girls didn't trust them to find him. |
| <hr/> | |
| 5. Jill's mother went with the girls because ● | ● Mr. Fernbach shouted at them. |
| | ● he borrowed Jill's dog. |
| 6. They all got into the studio because ● | ● Jill's mother said the girls were in a commercial. |
| 7. Because they upset the filming ● | ● it sounded like a good adventure. |
| 8. Because Mr. Fernbach was stingy ● | |
| <hr/> | |
| 9. Fiedler Fernbach wanted Fletcher because ● | ● he didn't want to be called a thief. |
| | ● Fletcher never moved when they were filming. |
| 10. Because he didn't want Jill to call the police ● | ● Fletcher missed the best part of the party. |
| 11. Fiedler said Fletcher followed him because ● | ● Fiedler offered to pay for filming Fletcher. |
| 12. Because he fell asleep ● | |

Finish the paragraph.

"Gwen and I are going to be detectives," said Jill. "We've just solved our first case."

1. Answer the questions and finish the sentences.

Big

A cat looks big to a mouse. What looks big to a cat? _____

A mouse looks big to a _____.

If you are a giant, a _____ looks big.

What looks big to you? _____

Noise

A little mouse makes a noise when it scurries across the floor, and people make a noise at a hockey game.

What makes a noise in your house? _____

on the street? _____

in the schoolyard at recess? _____

in the classroom? _____

2. Write strong on each line.

"The wind is very _____", said the _____ man. "I have a
_____ feeling there will be a storm tonight. I hope the boats at the dock
are tied with _____ ropes and the doors have _____ locks."

3. Write heavy on each line.

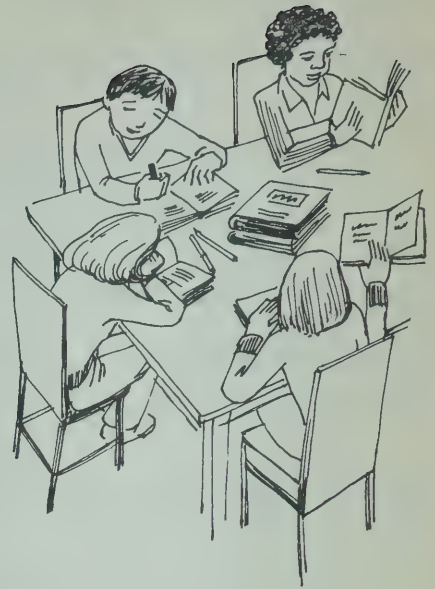
She watched with a _____ heart as the _____ rain beat down on
her garden. It had been _____ work to dig the soil and get it ready for the
seeds. She had hoped for a _____ crop of vegetables. "Oh well," she
said. "I won't have to carry in the _____ baskets of vegetables this fall."

Objective: Develop vocabulary; recognize shades of meaning.

Directions: Have exercise completed according to pupil directions. When completed, pupils share answers and discuss shades of meaning represented.

Part A

1. The wind blew the box right through the town.
2. Gwen knew she should watch a different house.
3. I am going to carry my watch in my pocket.
4. When will they start to search for more gold?
5. The first day the puppy did nothing but cry.
6. Please get a better pen or use a pencil.
7. I really want to hear the story about your town.
8. I have never been so far from home before.
9. Can the people carry more bags of corn?
10. Pay for your toy while I buy something different.



Part B

From the box, choose words to finish each sentence.

watch	hear	different	while	knew
nothing	right	better	start	pay

1. Did you _____ the baby cry because she had _____ to eat?
2. I have a new _____ that always tells the _____ time.
3. I _____ I would have to _____ more to get a bigger apple.
4. Please mind the baby _____ I _____ to get dinner.
5. Your bike is _____ , but it is not _____ than mine.

Objective: Recognize core vocabulary.

Directions: Part A: Teacher-directed Activity. Part B: Pupils choose a word from the box at the bottom of the page to write on each line.

Landmarks of Canada

There are many interesting landmarks in Canada. Some landmarks were made by nature. Other landmarks have been built by people.

Percé Rock is a huge rock in the ocean near Percé, Quebec. This beautiful rock is five hundred metres long and ninety metres high. It is the home of hundreds and hundreds of birds.

Some very unusual shapes are found in the hills and valleys called the Badlands near Drumheller, Alberta. Millions of years ago, dinosaurs lived here. Scientists have discovered bones from the skeletons of dinosaurs in this area.

Wheat and other grains are grown on large open fields in southern Saskatchewan. When the grain is harvested, farmers take it to grain elevators to sell. Grain elevators are landmarks of the prairies.

The beautiful sandy beaches that border the sea in Prince Edward Island are also nature's landmarks.

The sea and the rocks are nature's landmarks at Peggy's Cove, a fishing community in Nova Scotia. Visitors are also interested in the lighthouse — a landmark built by people.

Some landmarks are symbols that tell something interesting about a community. The Big Nickel was built by the people of Sudbury, Ontario, to tell visitors that Sudbury is famous for its rich supply of nickel, silver, and gold. The

Big Nickel is made of stainless steel. It is almost eleven metres high and sixty centimetres thick.

In Vegreville, Alberta, the people built a large model of an Easter egg. The triangle and star shapes in the model remind visitors of the beautiful decorations found on Easter eggs made by Ukrainian people. The egg is made of aluminum and is eight metres long.

Near the Trans-Canada Highway and Wawa, Ontario, there is a huge model of a Canada goose. Each year, in the spring, thousands of Canada geese stop at Lake Wawa when they are flying north. They return there in the fall when they are flying to the warm south.

A majestic golden statue of a boy stands on the top of the Legislative Buildings in Winnipeg, Manitoba. The Golden Boy holds a torch in one hand and a sheaf of grain in the other.

A funny-looking statue greets visitors to Flin Flon, Manitoba. This statue is eight metres high and represents a character from a storybook. The character's name was Josiah Flintabbatey Flonatin (Flin Flon, for short). The town of Flin Flon was named after this amusing character.

Some landmarks are very old. People have kept these landmarks because they remind them of the past.

A hotel that looks like a castle is found in Quebec City, Quebec. The Château Frontenac is one of the oldest buildings

in Canada. It was built more than two hundred fifty years ago and is made of stone.

The Hartland Bridge in New Brunswick is another old landmark. This covered wooden bridge was built more than seventy years ago. It is three hundred eighty metres long and is the longest covered bridge in the world. The bridge has to be repaired often because it is made of wood. But the people of Hartland prefer their old bridge to a new one made of steel.

Many years ago Indians on Quadra Island, British Columbia, carved totem poles. The totem poles were carved from tall trees. Each totem pole told a story. The story was shown in figures of birds, animals, and fish that were carved on the pole. Not all totem poles are old. Indian people in British Columbia are still making these interesting landmarks.

Some landmarks are used to send messages. The CN Tower in Toronto, Ontario, is used by radio and television stations. This modern landmark is the tallest tower in the world. It is five hundred fifty-three metres high. The Tower is also used for sightseeing. Visitors are taken up the Tower in elevators with glass walls. From the Tower, people can see all of Toronto and the area around the city.

Many years ago radio messages were sent from Signal Hill in St. John's, Newfoundland. Today, Signal Hill is a landmark for another reason. The hill is the eastern starting place of the Trans-Canada Highway, a road that goes across Canada to Victoria, British Columbia. The tower on Signal Hill is called Cabot Tower.

Perhaps there is a landmark near your home. It would be interesting to find out whether it was made by nature or by people, and discover the story behind it.

Is there a landmark in your town or city? Tell what it is and what it looks like.

Read the paragraphs.

In the paragraphs, circle the word or words that have a prefix. Write the meaning of each word on the line.

1. The ice on the lake was not frozen hard. It was still very thin. It was unsafe to go skating on the lake.

2. The path down the hill was full of rocks and holes. It was not a good place to skate-board. The ground was too uneven.

3. Jack walked slowly to school. He was very unhappy. His family was moving to another town. He was going to miss his friends.

4. Josie's mother had put on Josie's overshoes before she went to school. At school Josie tried and tried but she could not unbuckle her overshoes.

5. Betty and Cara went to the circus. They saw a magician doing lots of funny tricks. The magician made a bunch of flowers disappear up his coat sleeve.

6. At a birthday party there sometimes are gifts. It is fun to unwrap each gift to see what is inside.

7. As they reached the farmhouse, a big dog ran at them and growled in an unfriendly way.

8. Sam bought a harness for his dog. The dog barked and wiggled away when Sam tried to put the harness on it. The dog disliked the harness. "Please sit still," Sam said to his dog. "It's impossible to put the harness on when you're wiggling so much."

9. Eddie's room was a mess. His mother told him he was the most untidy boy she had ever seen.

Objective: Use the context and structure cues to define words, recognize derived forms.

Directions: Pupils read paragraphs and circle a word in each paragraph that has a prefix. Write the meaning of the word on the line.

Riddles

Read each riddle. Read the answers at the bottom of the page.

In the box, write the number for each correct answer.

How do you know that peanuts are fattening?

What other name can you use for a telephone?

How long should an animal's legs be?

What smells most in a perfume shop?

Why did a mother knit her son three socks?

Where do frogs sit?

What are the hardest kind of beans to raise on a farm?

Why is your hand like a hardware store?

What kind of phone can make music?

Why is a trap like the measles?

What does an astronaut do when he gets angry?

What apple has a short temper?

Answers

1. ...because he had grown another foot

2. a saxophone

3. He blasts off.

4. ...because you never see a skinny elephant

5. your nose

6. ...because it has nails

7. long enough to reach the ground

8. They are both catching.

9. a chatterbox

10. a crab apple

11. on toadstools

12. jelly beans

Write a riddle of your own.

Riddle: _____

Answer: _____



The acrobat thrilled the children at the circus. She walked on her hands across a rope that was high in the air. Then she somersaulted from a high swing to a trampoline on the ground. She bounced

into the air when she hit the trampoline.

The children couldn't take their eyes off the acrobat. They were fascinated by all the daring tricks she performed.

Read each paragraph. Think about the meaning of the underlined word. Put an X in the box beside the best meaning.

1. The playground was deserted. All the children had gone home when the rain started.

deserted means "busy" ☐

deserted means "empty" ☐

deserted means "wet" ☐

5. Ted and Alex had been hiking all day. They were very weary when they got home so they went right to bed.

weary means "happy" ☐

weary means "sad" ☐

weary means "tired" ☐

2. Kerry climbed to the top of the knoll with her new sleigh. Then she got on it and slid all the way to the bottom.

knoll means "path" ☐

knoll means "tree" ☐

knoll means "hill" ☐

6. Harold wanted to put his plant into a new pot. He went into the garden and scooped up enough soil to fill the pot.

scooped means "planted" ☐

scooped means "picked up" ☐

scooped means "a new shovel" ☐

3. The girl had to go to the dentist because she had a cavity in her tooth.

cavity means "candy" ☐

cavity means "hole" ☐

cavity means "peanut" ☐

7. Andy was riding a skate-board down a steep hill. He fell off and injured his knee.

injured means "tickled" ☐

injured means "hurt" ☐

injured means "bandaged" ☐

4. Josie was sullen. She wanted to have dinner at her friend's house. But she had to stay home with her little brother.

sullen means "angry" ☐

sullen means "pleased" ☐

sullen means "excited" ☐

8. Marie Louise ran to help her brother. His knee was cut and bleeding. Marie Louise washed the cut and bandaged the knee to keep it clean.

bandaged means "put on a rubber band" ☐

bandaged means "cleaned" ☐

bandaged means "put on cloth" ☐

Objective: Use context cues; recognize meaning in context.

Directions: First part: Teacher-directed Activity. See *Teacher's Sourcebook*, Unit 55, Activity 12. Second part: Pupils follow directions given in exercise.

address

address

address

postal code

date

greeting

closing

signature

1. A lamb is a baby sheep.

- ☐ (lam)
☐ (lām)
☐ (lab)

2. We walk to school.

- ☐ (wāk)
☐ (wok)
☐ (wōl)

3. Are you eight years old?

- ☐ (ēt)
☐ (eg)
☐ (āt)

4. A knife can cut.

- ☐ (kīf)
☐ (nīf)
☐ (nif)

5. The man used a wrench when he fixed the tap.

- ☐ (rench)
☐ (renj)
☐ (wēnch)

6. The candy costs ten cents.

- ☐ (kentz)
☐ (sets)
☐ (sents)

7. We play in the gym on rainy days.

- ☐ (gum)
☐ (jim)
☐ (jīm)

8. The clown had a magic stick that could turn into a tree.

- ☐ (magis)
☐ (magik)
☐ (majik)

9. Change those wet clothes.

- ☐ (changk)
☐ (chang)
☐ (chānj)

10. You have ten toes.

- ☐ (tos)
☐ (tōz)
☐ (tes)

11. Who knows the answer to the riddle?

- ☐ (nōz)
☐ (koz)
☐ (nos)

12. The little calf ran behind the cow.

- ☐ (kal)
☐ (sāf)
☐ (kaf)

Objective: Apply knowledge of phonic principles.

Directions: Pupils read each sentence and note the underlined word; then they mark X in the box beside the correct pronunciation of each underlined word.

Read the topic word in each box.

Read the list of words below each topic word.

Put an X beside each list word that belongs with the topic word.

Add one more word that belongs with the topic.

1. **animals**

beaver
car
gopher
boat
moose

2. **people**

baby
dentist
clock
teacher
puddle

3. **colors**

plaid
yellow
stripes
plain
white

4. **days**

Sunday
December
summer
Saturday
March

5. **toys**

doll
blocks
orange
hand
puppet

6. **games**

checkers
popcorn
baseball
play
hopscotch

7. **clothes**

stripes
jeans
ball
slippers
T-shirt

8. **sounds**

cry
scary
kitten
buzz
giggle

9. **money**

dollar
clock
quarter
candy
nickel

10. **houses**

cottage
car
castle
raft
igloo

11. **plants**

fir tree
rose
cow
cabbage
zipper

12. **machines**

plough
car
broom
lawn mower
dump truck

Objective: Develop vocabulary: classify.

Directions: Pupils read first word in each box and note that the words are topics. Then pupils put X beside each list word that belongs to the topic.

The Story of Lights

Long, long ago, before people lived in houses, the only light at night was that of the stars and the moon.

Then people discovered fire. How wonderful — now people could keep warm, cook their food, and have light at night. Soon they learned to make a light that could be carried easily or hung on a wall of their cave. They set sticks on fire for these lights.

Next the people learned that they could make lamps. They put fat and pieces of grass into a shell or a hollow stone. These lamps gave better light than the burning sticks. The people used this kind of light for a very long time.

Then people learned how to make candles. They dipped a piece of rag or rope into hot fat. Then they hung it up to cool and harden. Sometimes people made big candles from long pieces of grass they gathered from the rivers. They dried the rushes, then dipped them in beeswax, and hung them to cool. The candles made from rushes and wax would burn for a long time.

Many, many years later people began to make lamps from glass and metal. The lamps had a glass chimney that kept the wind away from the flame. These first lamps burned oil that was made from coal tar. They were called coal-oil lamps.

	First Lights	Candles	Coal-Oil Lamps	Modern Lights
1. used oil made from coal tar				
2. burning sticks				
3. used electricity				
4. fat and pieces of grass in a shell				
5. press a switch to get light				
6. had glass chimneys				
7. stars and moon				
8. rope covered with cooled fat				
9. fire				
10. used rushes, long pieces of grass				

Objective: Organize details.
Directions: Pupils read the article and study headings in the chart. Then pupils read each statement in the chart and put an X in the box under the name of each form of lighting that it describes.

Study the picture.
Use the picture to answer the questions.



Circle the right answer.

1. What did the people use to heat the stove?

☐ electricity ☐ wood ☐ gas

2. Where did the people get water?

☐ from the taps ☐ from the pump

☐ from the melted snow

3. What did the people use to wash clothes?

☐ a washboard ☐ a washer

☐ a heavy iron

4. What did the people use for lights?

☐ sunlight ☐ coal-oil lamps

☐ electric lights

5. What did the people use to heat the irons?

☐ the stove ☐ the table

☐ the lamps

Objective: Interpret graphic material.

Directions: Pupils study the picture and use it to answer the questions. They put an X in the box beside the statement that answers the question.

A Young Hero

Peter was a young boy who lived in Holland many years ago. For as long as Peter could remember, his father had told him stories about Holland's famous dikes. Dikes are walls made of stones and dirt that were built along the sea. The dikes held back the sea water from flooding the land.

Peter's father worked along the dikes. Peter had visited him at work often enough to understand why the dikes were so important to Holland.

"But remember, Peter," said his father. "The dikes are only as good as the men who look after them. Even a hole as small as a finger must be fixed at once. Otherwise, it will become a big hole and part of the dike will wash away. Then the land will be flooded."

One afternoon Peter's mother said to him, "Peter, I want you to take these fresh cakes to our friend, the blind man. Go as quickly as you can and don't stop to play. Then you can be home before dark."

Peter ran along the dikes until he reached the blind man's house. The old man was lonely, so Peter stayed and

talked. They talked until it began to grow dark. "Oh, I must get home before dark," said Peter.

Peter ran along the dikes. All at once he stopped. Was that a trickle of water he heard? He searched along the dike until he found a small hole where the water was trickling through. Peter began to shout. He shouted as loudly as he could. "Help! Help!"

But no one answered. No one came. Peter knew he must stop the water so the hole would not get bigger. He got down on his knees and put his fist into the hole. The water was cold, and his hand got colder and colder. Every little while, he shouted "Help! Help!" But there was no answer.

Peter's mother had watched for Peter after it grew dark. But finally she decided he was spending the night with his friend.

Peter got colder and colder as the night went on. He wanted to cry from the pain in his arm. But he didn't leave the dike. In the morning some workmen on their way to work found Peter shaking with cold. He could hardly speak.

Peter became a hero because his bravery had saved the dikes.

Join the sentence beginnings to the right endings.

- | | |
|---|--|
| 1. A hole in the dike was very dangerous because ● | ● the country would not be flooded. |
| 2. Peter noticed the hole in the dike because ● | ● the water would come through and flood the fields. |
| 3. Peter knew that he must plug that hole so that ● | ● he kept his hand in the hole. |
| 4. Peter saved the dike because ● | ● he heard the sound of trickling water. |
-

Objective: Recognize relationships — cause and effect.

Directions: Pupils read the story and then match the sentence beginnings with the appropriate completions.

Write the alphabet.

Write each group of words in alphabetical order.

climb	_____	pool	_____	through	_____
five	_____	lights	_____	very	_____
better	_____	our	_____	stand	_____
each	_____	next	_____	really	_____
dogs	_____	met	_____	would	_____

Answer the questions.

1. What is the second letter of the alphabet? _____
2. What letter comes before L? _____
3. What letter comes after S? _____
4. What letter comes between P and R? _____
5. What letter comes between U and W? _____
6. How many letters are in the alphabet? _____

Write a word on each line. The word you write must keep the words in alphabetical order.

1. apple _____ catch _____
ever _____
2. _____ hot _____ jumped
3. know little _____ over
4. pretty quick _____ space _____
5. clean _____ elephant fox _____

Write the names of four colors in alphabetical order.

Objective: Understand alphabetical order.

Directions: Pupils read the directions and complete the exercise independently.



Objective: Understand word structure — identify syllables.

Directions: Pupils name each picture and note vowel sounds that are heard. Then they write the numeral 1 if one vowel sound is heard, the numeral 2 if two vowel sounds are heard.

Part A

1. The river reeds, tall hollow stalks of grass, heard Samu's secret and began to whisper to each other, "Secrets! Secrets! Secrets!"
2. The rapids, a swift-flowing, rocky part of the river, are very dangerous for the salmon to swim through.
3. Kate's father made a clearing, an open space in the forest, for the new cabin.

Part B

1. Peter's safari, a hunting trip in Africa, was very exciting.

What is a safari?

5. Samu saw a kudu, a large grayish, brown antelope, grazing nearby.

What is a kudu?

2. Kate and Amy stuffed oakum, thick oily rope, into the cracks between the logs.

What is oakum?

6. Pauloosie used a harpoon, a sharp pointed spear, when he hunted seals.

What is a harpoon?

3. Pauloosie made a suqquq, the sharp point of a harpoon, from aluminum.

What is a suqquq?

7. Amy and Kate used a drawknife, a knife with two handles, to peel the bark off the logs.

What is a drawknife?

4. The foundation, the bottom part of the cabin, was made from the longest and thickest logs.

What is a foundation?

8. Millstones, large round flat stones, were used to grind the grain.

What are millstones?

Objective: Use the context — appositives.

Directions: Pupils study sentences at the top of page. See *Teacher's Sourcebook*, Unit 56, Activity 6. Pupils complete the rest of the exercise independently by reading each sentence and writing an answer to the question.

Read the story beginnings. Write what you think happened.

1. Once upon a time there were two goats. One lived at the bottom of the mountain. The other lived near the top. The one at the bottom had plenty of juicy grass to chew. But the one at the top had to search and search for a few dry stems of grass. He was often hungry. One day the goat from the top came down to the bottom of the mountain to have a nice juicy meal of grass.

“What are you doing eating my grass?” asked the goat from the bottom, angrily.

“Who said it was your grass?” asked the goat from the top just as angrily.

Then _____

2. Two other goats on their way home came to a wide, rushing river. A tree that had fallen across the river was the only bridge. The two goats stood for a minute, one on each side of the river. Then they both started across the bridge at the same time. They met in the middle. “Let me pass!” said the first goat.

“I’m more important than you. You let me pass!” said the second.

Then _____

Objective: Predict outcomes; write story endings.

Directions: Pupils write each story beginning, then write what they think will happen next.

Read the paragraphs.

Put an x in the box beside the word that completes the last sentence in each box.

1. Kate had been practising every day for the races on Saturday morning. She was sure that she could win a prize. But one Saturday morning she was covered with red spots — measles! Kate would have to wait until another time to try for a prize.

Kate is ☐ disappointed
☐ excited
☐ sorry

5. Ted and Sue are home by themselves. Suddenly they hear a loud crash at the back of the house. Then they hear “Woo! Woo! Woo!” “Do you think the wind is making that noise?” asks Ted.

Ted and Sue are ☐ nervous
☐ amused
☐ frightened

2. Tom’s mother had promised him a bike for his birthday. But when his birthday came, she had to tell him that she didn’t have enough money to buy the bike. Tom said, “O.K., Mom. I’ll get it next year.”

Tom’s mother is ☐ nervous
☐ furious
☐ proud

6. Angela got a dog for her birthday. She taught her dog to come when she called and to wait for her beside the front steps. “See what my dog can do,” Angela told her friends.

Angela is ☐ proud
☐ joyful
☐ nervous

3. All of Sandy’s neighbors had gone away for the holidays. Sandy didn’t know what to do. She read for awhile, then she went for a walk. But she couldn’t find anyone to talk to.

Sandy is ☐ nervous
☐ lonely
☐ angry

7. The grade three children had been making costumes and painting background pictures for the play. They enjoyed working on the play and helping each other.

The children are ☐ lonely
☐ happy
☐ curious

4. Paul put his new book in a safe place in his bedroom. The next day he went to get the book, but couldn’t find it. “I know I left it right here,” he said. “Where has it gone?”

Paul is ☐ calm
☐ puzzled
☐ proud

8. Lara did not join the other children on the playground. She wished she could join the game, but she thought the other children wouldn’t want her.

Lara is ☐ excited
☐ happy
☐ shy

Objective: Recognize emotional reactions.

Directions: Pupils read about each situation. Then they mark an X beside the word that best explains how the person felt.

Think about the story, "A Saturday Spin." Read the following sentence beginnings. Then put an X in the circle in front of the right ending.

1. The Bergman family went to the laundromat every Saturday morning because
 - ☐ their washer was broken.
 - ☐ they wanted to see Mr. King.
 - ☐ they needed to wash their clothes.

2. Hans and Inge didn't mind going to the laundromat because
 - ☐ they could meet their friends there.
 - ☐ they could do the washing.
 - ☐ there were lots of things to see and do.

3. How did Hans and Inge know that this Saturday was going to be different?
 - ☐ They had to go to the laundromat by themselves.
 - ☐ Mr. King, who usually helped them, wasn't at the laundromat.
 - ☐ The laundromat was full of people.

4. The woman was angry at Hans and Inge because
 - ☐ they wouldn't play with her baby.
 - ☐ they put clothing and soap in the washer, but didn't have a quarter to start it.
 - ☐ they spilled her soap.

5. As Hans waited for Inge and his mother to come back with some change, he felt
 - ☐ angry ☐ nervous
 - ☐ cheerful ☐ afraid
 - ☐ worried ☐ grouchy

6. Hans got angry at the baby because
 - ☐ she pulled the clean clothes onto the laundromat floor.
 - ☐ she cried when he showed his monster teeth.
 - ☐ she was playing with Hans' toy car.

Objective: Recall story details; make inferences.

Directions: Pupils read each question, then put X beside the sentence that best answers it.

Finish the story.

Friends

Angela and Chris were good friends. They were always together. Chris liked Angela because she did daring and exciting things.



Angela liked to _____

But Chris wouldn't try that, not even when Angela dared her. One day Angela and Chris were riding on their skate-boards. Angela said, "This driveway isn't steep enough. Let's find a better place to skate-board."



Chris wanted to go to _____

"That place is too dangerous," said Chris. "I won't go with you."

"That's okay. I'll go by myself," said Angela, and off she went, leaving Chris behind.



"Maybe I should go, too," thought Chris.

After that Angela was more careful, but sometimes she forgot and would say to Chris, "Come on, let's _____"



Objective: Write story parts.

Directions: Pupils read the story sections. Then they write episodes to complete the story.

Pronounce the underlined word in each sentence.

Put an x in the box beside the letters that tell how the underlined word is pronounced.

1. The boy couldn't find his ticket when he got on the bus.

- ☐ (find)
☐ (find)
☐ (fend)

2. The children wrung the water from their swimming suits, then hung them to dry.

- ☐ (wrung)
☐ (wung)
☐ (rung)

3. Mom put a patch on the hole in my jeans.

- ☐ (pāch)
☐ (pach)
☐ (pak)

4. The wind wasn't blowing. It was a calm day.

- ☐ (kān)
☐ (kal)
☐ (kom)

5. The woman shaped the bread into loaves.

- ☐ (lōvz)
☐ (lovs)
☐ (lāvz)

6. A jet plane can go very fast.

- ☐ (jēt)
☐ (get)
☐ (jet)

7. We watched the skaters glide across the ice.

- ☐ (jlid)
☐ (glid)
☐ glid)

8. The flight was very short. We were in the airplane for twenty minutes.

- ☐ (flit)
☐ (flit)
☐ (flig)

9. The mother deer hid her fawn in the bushes.

- ☐ (fon)
☐ (fan)
☐ (fān)

10. The fire chief was very pleased with the firefighters.

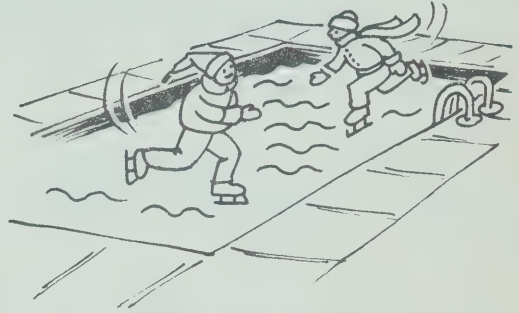
- ☐ (chif)
☐ (shef)
☐ (chēf)

Objective: Apply phonic knowledge.

Directions: Pupils read each sentence and note the underlined word. Then they mark an X in the box beside the letters that give the correct pronunciation for the underlined word.

Rules











Objective: Interpret cartoons; write captions.
Directions: Pupils study illustrations, then write a rule for each.

The Ant and the Grasshopper



One fine summer day a Grasshopper was hopping about a meadow, churring and chirping its happiness. A little Ant passed nearby, travelling at a very slow rate. The Ant was dragging a heavy grain of corn to its nest.

“How nice to have a visitor,” said the Grasshopper. “Please stop and play with me.”

“I must hurry on to my nest. I am storing food for the winter,” replied the Ant.

“Oh, plenty of time for that!” scoffed the Grasshopper. “Enjoy the warm weather while you can. Let us sing and dance and play.”

“Then I would starve in the winter,” answered the Ant. “You’d better gather your food too.”

“Why bother?” said the Grasshopper. “There’s lots of time to work. I’d rather play and sing right now.”

In a few weeks, the days turned cold. The wind blew and snow covered the ground. The poor Grasshopper could find no food. He thought of the Ants, snug and warm in their home with plenty to eat.

“Oh, how I wish I’d listened,” said the Grasshopper.

The Lion and the Mouse



Once a lion was asleep on the ground when a little Mouse ran over its paw. The Lion woke up and caught the Mouse in its huge paw. He was about to crush it, when the Mouse said, “Please, Mr. Lion. Please forgive me for bothering you. Please do not kill me. Some day I will help you.”

The Lion laughed at the idea of a little Mouse helping a big Lion. He opened his paw and let the Mouse go.

“Remember, little mouse, you have promised to save me some day!” And the Lion laughed and laughed again.

Not long after, it happened that the Lion was caught in a trap made of strong ropes. The Lion tried and tried to get free. But he only became more tangled in the ropes.

“Help. Help,” he roared. “HELP! HELP!”

The little Mouse was far away, but he heard the loud roars of the Lion. He ran as fast as he could to the Lion.

“Lie still. Be quiet!” he said to the Lion. Then he set to work and gnawed at the ropes. He gnawed until there was a big hole in the net. The Lion crawled out.

“Thank you, little Mouse,” said the Lion. “You were right. A little Mouse can help a big Lion!”

The Lion and the Mouse

Lion: _____

Mouse: _____

Lion: _____

Hunters: _____

Lion: _____

Mouse: _____

Lion: _____

Mouse: _____

Objective: Write a play.

Directions: After pupils read the story "The Lion and the Mouse" on page 54, they write the story in the form of a play.

Put an X in the square in front of the right meaning. Finish the sentences.

1. Fernbach was very irritated when Jill and Gwen rushed into the studio.

"How dare you come in here while the cameras are shooting!" he screamed.

- ☐ irritated means happy
☐ irritated means angry
☐ irritated means anxious

The root word for irritated is _____

2. Levi was whittling a whistle from the stick when the knife slipped and cut his finger.

- ☐ whittling means carving
☐ whittling means sanding
☐ whittling means painting

The root word for whittling is _____

3. Books and papers were scattered around the room. It looked very untidy.

- ☐ untidy means messy
☐ untidy means pretty
☐ untidy means neat

The root word for untidy is _____

4. The trainer did not unchain the tiger until it was safely back in its cage with the door locked.

- ☐ unchain means let loose
☐ unchain means tie up
☐ unchain means lock up

The root word for unchain is _____

5. The movers carefully packed the dishes in a box. Then they labelled the box "Handle with Care."

- ☐ labelled means marked
☐ labelled means mended
☐ labelled means lifted

The root word for labelled is _____

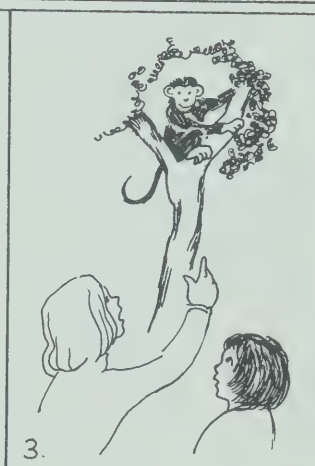
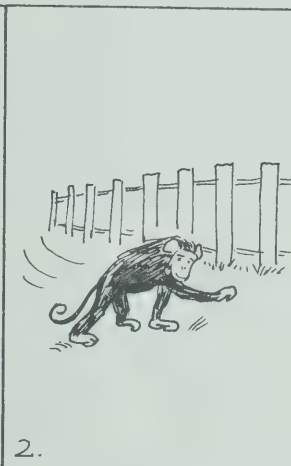
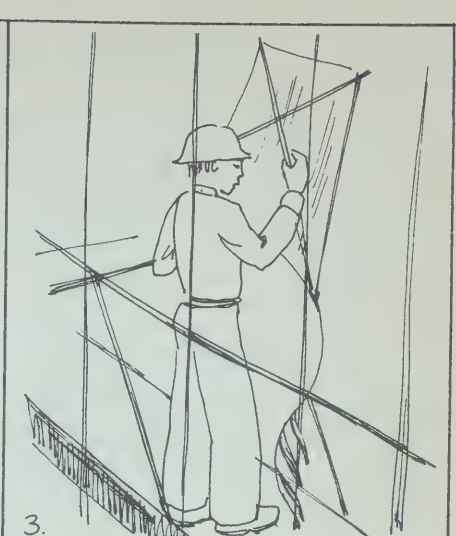
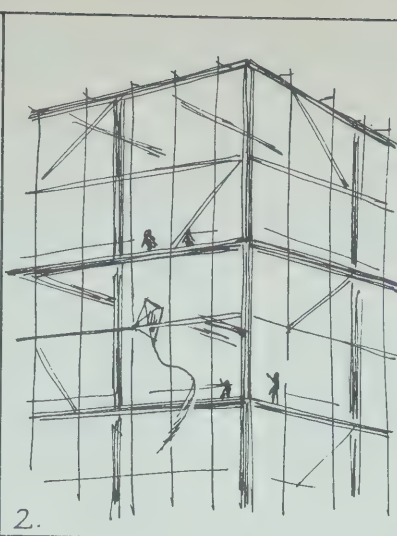
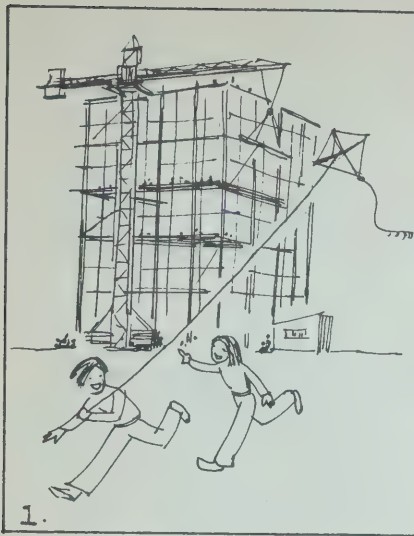
6. The riders came to a creek. They stopped their horses and dismounted. They tied the horses to some trees.

- ☐ dismounted means got on
☐ dismounted means got off
☐ dismounted means ran away

The root word for dismounted is _____

Objective: Recognize word meaning in context; and recognize root words in inflected and derived forms.

Directions: Pupils read each sentence, noting the underlined word. For each underlined word, put an X in the box beside the best definition and write the root word.



Who is the news about? _____

What did this animal do? _____

Where did it go? _____

What happened to it? _____

Write your news item in your notebook.

Objective: Write news items.

Directions: Teacher-directed Activity. See *Teacher's Sourcebook*, Unit 57, Activity 4.

There are many kinds of animals in Canada. Two animals are described below. Read about each animal. Then complete the chart at the bottom of the page.

Skunks

Skunks, small black animals with a white stripe down their backs, are found in all provinces of Canada.

A skunk is about the size of a house cat. It has small ears and eyes. A skunk has good hearing, but it can't see very well. Its tail is bushy and may have a white tip.

A skunk likes to sleep in the daytime and hunt for food at night. It will eat insects, berries, mice, and even gophers. When a skunk is in danger, it will warn its enemy to leave. First of all it stiffens its legs and stamps its feet very hard. If the enemy does not leave, the skunk lifts its tail and sprays bad-smelling fluid. Most animals know enough to stay away from a skunk.

Raccoons

Raccoons are found in the southern part of Canada. They live near streams and lakes, but many live in cities.

A raccoon is about the size of a small dog. Black rings around its eyes make it look as if it wears a mask. Its nose and ears are pointed. Its tail is bushy and has black and yellow rings on it.

A raccoon can use its paws like we use our hands. Sometimes it will hold a piece of food in its paws and rinse the food in water. This makes the food easier to eat.

Raccoons hunt for food at night and spend much of the day asleep. They are good fighters, swimmers, and climbers. Raccoons can growl, bark, and cry. Sometimes they sound like people crying.

	Skunk	Raccoon
1. Can spray enemies with a bad-smelling fluid		
2. Is a small animal		
3. Hunts for food at night		
4. Has a bushy tail		
5. Has good hearing		
6. Looks as if it wears a mask		
7. Can make many kinds of noises		
8. Does not have many enemies		
9. Likes to rinse its food in water		

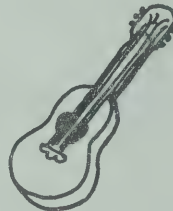
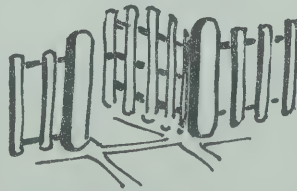
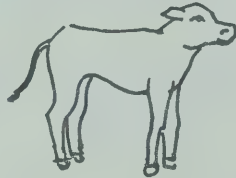
Objective: Read informational paragraphs; organize details; complete a chart.
Directions: Pupils read the selections. Then they read each statement following the selections and put an X in the right column.

Read the sentences and think about the meanings of the underlined words.
Read the word meaning. Which sentence does it fit? Write the number in the circle

<p>1. We heard the dog <u>bark</u> at the cat.</p> <p>2. A woodpecker drilled away at the <u>bark</u> of the tree.</p> <p><input type="radio"/> the outside covering of a tree</p>	<p>1. Pam put a red <u>line</u> under her name.</p> <p>2. A long <u>line</u> of cars waited at the traffic lights.</p> <p><input type="radio"/> a row</p>
<p>1. Have you seen the CN <u>Tower</u>?</p> <p>2. A giant would <u>tower</u> over a mouse.</p> <p><input type="radio"/> a very tall building</p>	<p>1. Dan took the <u>train</u> home.</p> <p>2. Bill was trying to <u>train</u> his dog to do some tricks.</p> <p><input type="radio"/> teach</p>
<p>1. Anita put the money she got for her birthday in the <u>bank</u>.</p> <p>2. After the storm there was a huge <u>bank</u> of snow in the driveway.</p> <p><input type="radio"/> a pile or a heap</p>	<p>1. The man <u>glared</u> at the children who picked his flowers.</p> <p>2. The strong lights <u>glared</u> as the car rushed by.</p> <p><input type="radio"/> a fierce stare</p>
<p>1. The king and queen danced and danced at the fancy <u>ball</u>.</p> <p>2. The princesses played <u>ball</u> on the castle lawns.</p> <p><input type="radio"/> a party</p>	<p>1. You can carry this small box. It is very <u>light</u>.</p> <p>2. Turn on the <u>light</u> so we can see better.</p> <p><input type="radio"/> not heavy</p>
<p>1. The children watched the <u>crane</u> lift the heavy machinery.</p> <p>2. We saw a beautiful white <u>crane</u> at the zoo.</p> <p><input type="radio"/> a kind of bird</p>	<p>1. The children put the <u>bats</u> and balls away after recess.</p> <p>2. The children looked at the family of <u>bats</u> hiding under the roof.</p> <p><input type="radio"/> small, flying animals</p>

Objective: Develop vocabulary — understand multiple meanings.

Directions: Pupils read the sentences and note the underlined words. Then they write the numeral of the sentence in which the underlined word matches the meaning.



Objective: Understanding word structure: syllables and accents.

Directions: Pupils name each picture and write the numeral 1 if the word has one syllable and 2 if it has two. Then they circle each picture whose name is accented on the first syllable.

Pronounce the underlined word in each sentence.

Put an x in the box beside the spelling for the correct pronunciation.

1. The blaze from the forest fire could be seen five kilometres away.

- ☐ (blaz)
☐ (blās)
☐ (blāz)

6. The children chose teams and then went to play ball.

- ☐ (kos)
☐ (chos)
☐ (chōz)

2. The fisherman used worms for bait.

- ☐ (bit)
☐ (bat)
☐ (bāt)

7. A mouse can gnaw a hole in a box.

- ☐ (nô)
☐ (nō)
☐ (go)

3. The cows and horses were eating grass in the field.

- ☐ (feld)
☐ (fēld)
☐ (fild)

8. Trolls and elves are make-believe creatures.

- ☐ (ēlvz)
☐ (elvz)
☐ (elvs)

4. The main highway is very broad. Many cars can travel on it.

- ☐ (brod)
☐ (brad)
☐ (brōd)

9. Our fingers were numb from the cold.

- ☐ (num)
☐ (nom)
☐ (nub)

5. The lead dog was the biggest and strongest one on the dog team.

- ☐ (lēd)
☐ (led)
☐ (lād)

10. We can build a stage for the puppet show.

- ☐ (buld)
☐ (bild)
☐ (bild)

Objective: Apply phonic knowledge—recognize pronunciation of words.

Directions: Pupils read each sentence, noting underlined words. Then they put an X in the box beside the spelling for the correct pronunciation of the word.

Think about the story, "Rescue at Apt. 317." Read the sentence beginnings and mark an X in the circle by the correct ending.

1. Mrs. Wishart didn't want Mr. Scranton to know about Smoky, her pet kitten, because

- ☐ the kitten might get into the flowers.
 - ☐ Mr. Scranton didn't like pets and children.
 - ☐ there was a rule against pets in the apartment building.
-

2. If Mr. Scranton found out about Smoky, Mrs. Wishart

- ☐ would have to move out of the apartment building.
 - ☐ would have to get rid of her kitten.
 - ☐ would have to help clean the building.
-

3. When she found Smoky stranded on the branch of the tree, Mrs. Wishart was

- ☐ curious
 - ☐ upset
 - ☐ annoyed
 - ☐ excited
-

4. Terry knew that she could rescue Smoky because

- ☐ she had a good plan.
 - ☐ she knew that the kitten would follow the mouse.
 - ☐ the kitten would come when he heard his name called.
-

5. Terry needed Hugo to help her so that

- ☐ Mr. Scranton wouldn't see her rescuing Smoky.
 - ☐ she could make friends with Kathy and Suzanne.
 - ☐ Hugo wouldn't tell on her.
-

6. Terry didn't tell her Dad about Smoky right away because

- ☐ he didn't like kittens.
 - ☐ she had promised Mrs. Wishart she wouldn't tell anyone about Smoky.
 - ☐ he would have Mrs. Wishart evicted.
-

Objective: Interpret story details; make inferences.

Directions: Pupils read each statement and mark the choice that best completes it. Discuss answers with pupils.

These sentences are from the story “Rescue at Apt. 317.”

Read each one. Think about the underlined words.

Mark an X beside the phrase that best explains the underlined words.

<p>1. “We’ll sure have to <u>make ourselves scarce</u> for awhile!”</p> <p><input type="radio"/> go away</p> <p><input type="radio"/> be pleasant</p> <p><input type="radio"/> become invisible</p>	<p>6. “Oh, <u>get lost</u>,” Terry said to Hugo and shoved him out of the way.</p> <p><input type="radio"/> go away</p> <p><input type="radio"/> get in the locker</p> <p><input type="radio"/> leave me alone</p>
<p>2. “... I must help anyone in trouble, and I should <u>use my head</u> in an emergency.”</p> <p><input type="radio"/> stand on my head</p> <p><input type="radio"/> push with my head</p> <p><input type="radio"/> think clearly</p>	<p>7. “No, listen, Hugo,” Terry said solemnly. “This is a <u>matter of life and death</u>.”</p> <p><input type="radio"/> something has been killed</p> <p><input type="radio"/> something very, very important</p> <p><input type="radio"/> something funny</p>
<p>3. Hugo followed as Terry raced to the locker room, “<u>You’ll get it</u> from Dad,” he roared.</p> <p><input type="radio"/> get a present</p> <p><input type="radio"/> be punished</p> <p><input type="radio"/> take something</p>	<p>8. “Can you keep a secret?” Terry asked Hugo. “I’m no <u>blabbermouth</u>!” shouted Hugo.</p> <p><input type="radio"/> funny-looking mouth</p> <p><input type="radio"/> someone who talks too much</p> <p><input type="radio"/> baby who can’t talk yet</p>
<p>4. “Dad,” said Terry, “you’ve always told me I must <u>keep my word</u>. That’s what I’m doing now.”</p> <p><input type="radio"/> keep a promise</p> <p><input type="radio"/> make a surprise</p> <p><input type="radio"/> hide a secret</p>	<p>9. Mrs. Wishart’s voice was shaking. “I’m at my <u>wit’s end</u>,” she cried.</p> <p><input type="radio"/> I’m being very funny.</p> <p><input type="radio"/> I’m very angry.</p> <p><input type="radio"/> I don’t know what to do.</p>
<p>5. Terry stopped in her <u>tracks</u> when Hugo turned out the light.</p> <p><input type="radio"/> stopped very quickly</p> <p><input type="radio"/> stopped to look at floor tracks</p> <p><input type="radio"/> stopped chasing</p>	<p>10. “I must be <u>Invisible Girl</u>,” Terry said “I’ve seen those girls often but they never seem to see me.”</p> <p><input type="radio"/> a girl who is hiding</p> <p><input type="radio"/> a girl who can’t be seen</p> <p><input type="radio"/> a girl who is a stranger</p>

Objective: Understanding sentence meaning — figurative language.

Directions: Pupils read each sentence noting the underlined words. Then they mark the phrase that tells the meaning of the underlined words.

1. Would you please help me carry this big box of paper?
 2. Let's be quiet while we watch the start of the race.
 3. The wind roared and whistled through the trees.
 4. Who will go first the next time the nurse gives shots?
 5. They took us for a ride in their new car.
 6. Which story do you like to hear again and again?
 7. The lights went out during the storm last night.
 8. You can use crayons or paints to color your pictures.
 9. There will be a magic show at school today.
 10. How many of those books can you carry?
-

Finish each sentence. Use words from the box.

different	letter	first	together	knew
never	nothing	better	change	picked

1. We _____ Grandma was coming for a visit because she said so in her _____ to Mom.
 2. Bob _____ the red gloves because he liked them _____ than the blue ones.
 3. Sharon and Amy are good friends. They are always _____.
 4. Karl decided to wear a _____ jacket so he went to his room to _____.
-





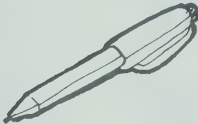


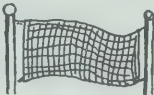

Objective: Recognize core vocabulary.

Directions: Part A: Teacher-directed Activity. See *Teacher's Sourcebook*, Unit 55, Activity 23.
Part B: pupils close each sentence using a list word.

Write the words.

men	fell	hot
ten	bell	top
met	tell	dog
set	well	rock

Write words that rhyme with list words.

		
_____	_____	_____
		
_____	_____	_____
		
_____	_____	_____

Use list words to finish the sentences about the pictures.

See _____ march
around a _____.



A _____ plays with a _____
and a _____



Write the words

hit	sick	still
six	milk	hill

Write list words to finish the sentences.

Once a man had _____ kittens. They
 wouldn't drink their _____. They were very _____
 and quiet. He went down the _____ to get the vet.



Write words to tell what is in each picture. Use list words or words that rhyme with list words.

a _____ to _____ with



_____ to _____ a glass



a _____ for a _____ boy



_____ dresses made of _____



a _____ on a _____



Write the words

who	live	call
when	little	ball
where	find	fall
I	friend	



Look at the clowns. Write three questions about them. Begin one with who, one with where, and one with when. (Don't forget the question marks!)

1. _____
2. _____
3. _____

Write sentences about three of the clowns. Use a list word in each sentence.

1. _____
2. _____
3. _____

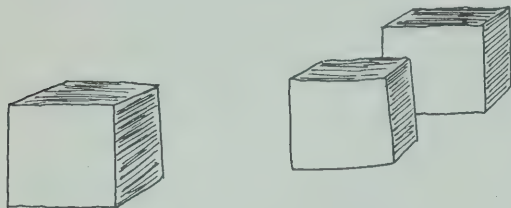
Write the right word on the lines.



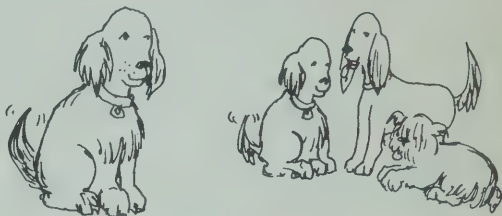
one _____ two _____



one _____ two _____



one _____ two _____



one _____ three _____



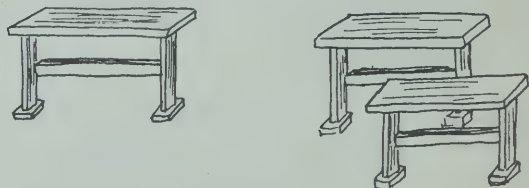
one _____ two _____



one _____ four _____



one _____ many _____



one _____ two _____



one _____ two _____










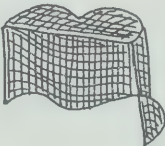




one _____ two _____

Write the plural of each word.

branch _____ house _____ ranch _____
lunch _____ horse _____ camp _____

Write the word to match each picture.

Write a sentence about each picture.

1. _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
2. _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
3. _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____



1.



2.



3.

1. Write the words.

five	life	my
dive	like	by
nine	bike	try
nice		why

2. Circle the letters that stand for i in the list words.

3. Answer the questions. Use words in which you hear i.

What number comes after *four*?

What number comes before *ten*?

What can burn you?

What can ducks and children do?

Which word means "to cook in a pan"?

What can children ride on?

What do babies do if they are hurt?

Which word rhymes with *mice* and can mean the same as *pretty*?

What can you fly on a windy day?

What color is a rabbit in winter?

What can you do with a pencil?

Where are gold and silver found?

4. Write three sentences using the list words.

1. Write the words.

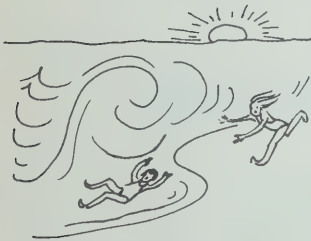
ate	lake	face
late	snake	space
same	grade	place

2. Circle the letters that stand for a in the list words.

3. Write a word in which you hear a on each line.



The lion in the _____ shook his
_____ and roared. "It is not _____
to go near him," said the zookeeper. "He is not
_____ like a pet kitten."



A big _____ knocked Kate down.
A _____ girl _____ down the beach
and into the water to _____ her.

4. Write the list words that rhyme with race.

Write the three list words that begin with s.








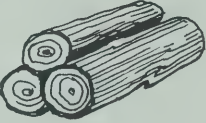


Write two list words that begin with l.

Write the list word that rhymes with trade. _____

1. Write the words

school	moon	too
pool	food	look
room	zoo	book

2. Write the name of each picture. Use words that are spelled with oo.

3. Write a sentence for each picture. Try to use two list words in each sentence.



1. Write the words.

house	about	window
ground	flower	shadow
our	brown	

2. Write the words to match each picture.

Each word you write should have the letter ou or ow.



a _____ on the _____



a _____ in its _____



_____ in a _____



a _____ and his _____

3. Choose one of the pictures. Write a paragraph about it.

Check your spelling.

**Write a word
that rhymes:**

**Use the list words on pages S7, S8, S9 and
write a word that means**

where you can swim

the color a chocolate is

the number after eight

where children read and write

where wild animals are kept

something to read

the number before six

what shines at night

something you can ride on

to jump into the pool

where your eyes and nose are

getting to school after 9 o'clock

what a rose is

what a person often lives in

where the stars are

what a person eats

where your bed is

where you plant seeds

a reptile

what you can do with your eyes

what you did with your breakfast









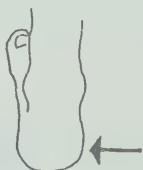

what follows you on a sunny day

what lets the sunlight into a room




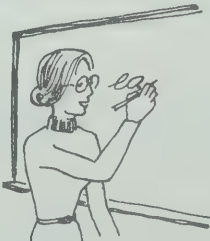

1. Write the words.

tree	sleep	real
week	wheel	read
feed	each	teach
feet	eat	teacher

2. Write the word to match each picture. Use ee to spell the words.

3. Write the word to match each picture. Use ea to spell the words.

				
--	---	---	--	---

4. Write a sentence using at least two list words.

hit	met	hot	five	pool	ten	our
tree	milk	book	window	why	eat	friend
rock	grade	still	who	snake	life	feet
house	where	fell	brown	dog	moon	flower
face	week	lake	same	teach	space	

Use the words in the box.

1. Write two words that have the short vowel sound — o.

2. Write three words that have the long vowel sound — i.

3. Write all the words that have the long vowel sound — e.

4. Write a word in which ow stands for the long vowel sound — o.

5. Write two words in which ow stands for the vowel sound heard in out.

6. Write all the words that begin with wh.

7. Write three words that have the short vowel sound — e and three that have the short vowel sound — i.

8. Write two words in which c stands for the s-sound.

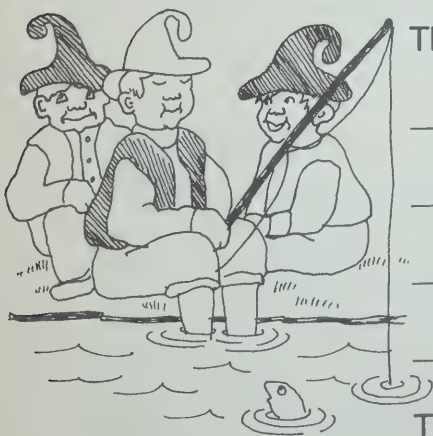
1. Write the words.

boy	gets	landed
people	likes	wanted
gives	asked	called
lives	look	fishing

2. Add -s, -ed and -ing to each word.

	-s	-ed	-ing
jump	_____	_____	_____
want	_____	_____	_____
play	_____	_____	_____
work	_____	_____	_____
call	_____	_____	_____

3. Write list words on the lines.



The _____ of Mols spent their time
 _____. The mayor _____ the
 _____ to go and see the world. He
 _____ and _____ and at last the
 _____ said they would go.
 They _____ at a boat and
 said they _____ one too.

Write the right form of the word on the line. Add -s, -ed, or -ing when it is needed.

(call) 1. The boy is _____ his dog. He _____ it to come home. He will _____ until it comes.

(look) 2. Jean was _____ at the toys in the window. She _____ and _____ at a toy cat. "That one _____ like a real cat," she said. "I'm going to _____ and see if I have money to buy it."













(ask) 3. The teacher _____ many questions. She is _____ about our spelling now. One day she _____ me to spell "people."






(land) 4. A big jet is _____ at the airport. I'm going to see it _____ . One day a small plane _____ on a lake.

(want) 5. Once Joe _____ a new ball. He said to his mother, "I _____ a new ball. Pete _____ one too."

(fish) 6. My dad and I like to eat _____ .
We go _____ every week.
One day I _____ all morning.

1. Write the words to finish the stories.

Once a little  _____ lived in a  _____
near a big  _____.
A  _____ and a  _____ lived nearby.
The  _____ gave the  _____
 _____ for breakfast before he went to  _____
_____. The  _____ ate
a  _____ and went back to  _____.

Jill took a  _____ to  _____ to give to
the  _____. It was about the  _____.
She wanted to  _____ it to the class.

2. Write the words.

It rhymes with real and is an animal. _____

It rhymes with keep. You do this at night. _____

It rhymes with boy. You play with it. _____

They are round. A bike has two of them. _____

You have two of them to walk on. _____

This person helps you to learn _____

There are seven days in a _____

What do you do when you need to spell a word?

Say the word carefully to yourself.

Listen to the sounds in the word.

Think of the letters that stand for the sounds in the word.

Write the word.

Look at it, and ask yourself, "Does it look right?"

Try some other letters if you aren't sure.

Write the word again.

Check the spelling in a

group composition.

or a word list.

or a picture dictionary.



Write the word in your own list of spelling words.

What do you do to remember how to spell a word?

Look at the word.

Say it and note the sounds in it.

Look at the letters.

Copy the word.

Check the spelling.

Write the word again without looking at the written word.

Check the spelling.

Did you make a mistake?

If you made a mistake, repeat the steps.



1. Write the words.

best	end	felt
next	went	

2. Write the name of each picture.

Write the list word that rhymes with the name of each picture word.



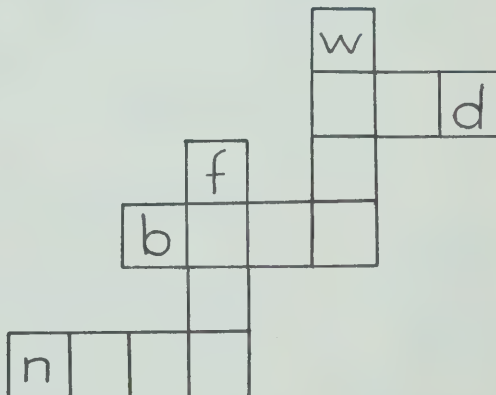




3. Write a list word in each sentence.

Then write the words in the puzzle.

My friend and I _____ to a
clown show. We had to sit
_____ to the door, but we
could still see the show. The fun-
niest part came at the _____
of the show. We laughed. It was the
_____ show we had ever seen.



4. Say the name of each picture.

Write the list word that begins with the same sound as the picture word.













1. Write the words.

catch	would
watch	wouldn't

2. Write words that rhyme with catch.



The pirate has a _____ over one eye.

A cat can _____ with its claws.

3. Write the list word that has the same vowel sound as dog. _____.

4. The consonant letter ____ is silent in _____ and _____.

The consonant letter ____ is silent in _____ and _____.

5. Write list words in the sentences.



The children saw a cat. They tried to _____ it
but it ran away and climbed a tree. The children called and
called, but the cat _____ come down from the
tree.

"How can we _____ it?" asked Jack. "I know
what we can do," said Anna. She pulled a toy _____
and a piece of string out of her pocket.

What _____ Anna do?

Finish the story in your notebook. Proofread your story with a partner.

1. Write the words.

know	climb	write

2. Write a list word in each sentence.

Do you _____ how to get to my house?
I'll _____ the address on this paper.
You'll have to _____ over the fence.

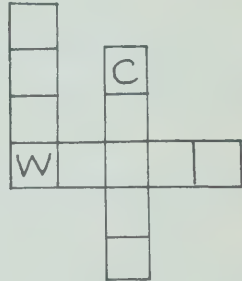
3. Answer the questions.

Use words that rhyme with the list words.

What does wind do? _____
What color is snow? _____
What is the opposite of fast? _____
What is the opposite of high? _____
What does a fisherman hope
the fish will do? _____

4. Write list words in the puzzle.

Circle silent letters in each word.



5. Write the list words that sound the same as right _____ no _____

Write the words in the sentences.

Do you _____ what time it is?
_____, I don't, because my watch is broken.
Please _____ your answer on the line.
Did you put your answer in the _____ place?

6. Say the name of each picture.

Write the list word that begins with the same sound as the picture word.



1. Write the words.

bright	eight
lights	bought
high	through

2. Which two letters are silent in all the list words? _____

3. Write one word that has the long vowel sound — ā. _____

4. Write three words that have the long vowel sound — ī.

5. Write one word that has the short vowel sound — o. _____

6. Write a list word in each sentence.

At the fair, we went _____ the monster house.

First we _____ our tickets, then waited our turn.

There were _____ people ahead of us.

At last we went in. It was dark inside.

We climbed over a _____ pile of rubber mats.

Then some very _____

came on. A strange creature jumped out of the wall.

Everyone screamed.



1. Write the words.

sun	jump	pull
much	jumped	

2. Write the name of each picture.

Write the list word that rhymes with the name of the picture.





3. Write three sentences to go with the picture. Use list words in your sentences. Underline the list words. Proofread your sentences with a partner.



4. Add -s, -ed, -ing to

jump _____

pull _____

5. Write a list word on each line.

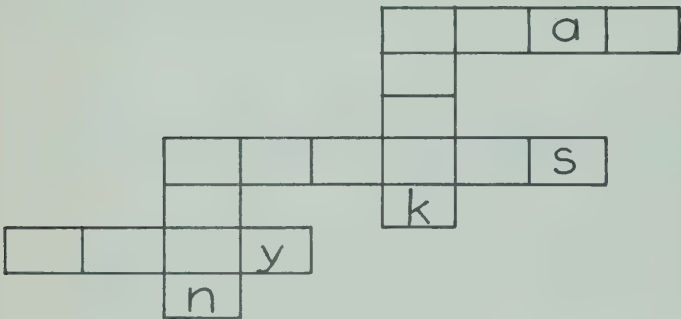
The _____ is hot.

Do you have _____ work to do before you leave?

1. Write the words.

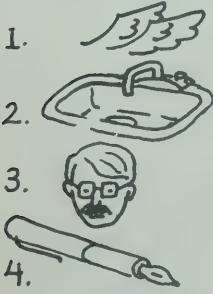
talk	walking	than
walk	then	think
walked	things	they

2. Complete the puzzle.
Use list words that begin with the letters th.



3. Write four list words that have a consonant letter that is silent. Circle the letter that is silent in each word.

4. Write the name of each picture. Write the list word that rhymes with the picture word.



1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

5. Write a list word in each sentence.

Ron and Larry were _____ in the woods.

_____ wanted to watch the birds.

“Do you _____ we’ll see an owl?” asked Ron.

“Maybe,” said Larry. “Let’s not _____ .

_____ we won’t scare any birds that are around.”

Read each definition.

Write the missing letters in each word.

1. something that tells us what time it is wa _ _ _
2. a place to go swimming p _ _ l _
3. A bike has two of these. wh _ _ l s
4. These help us see when it's dark. li _ _ _ s
5. This is good for you to drink. m _ l k
6. a part of a building wind _ _ _
7. the opposite of low hi _ _ _
8. someone who works at school t _ _ cher
9. something that rings be _ _ _
10. the shade made by things in the sun shad _ _ _
11. a place to live h _ _ s _
12. a rabbit is this color in summer. br _ _ n
13. sounds the same as wood w _ _ _ d
14. the number before nine _ _ ght
15. something that shines in the daytime s _ n

1. Write the words.

puppy	funny
supper	happy

2. Write the root word for

funny _____

3. Write words that rhyme with funny.

The day was hot and _____ .

We saw a little _____ in the park.

4. Add -er and -est to these words.

funny _____

happy _____

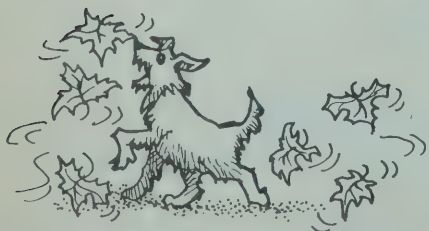
5. Write the correct form of puppy in the sentence.

Anne's dog had seven _____ .











Anne kept one _____ and gave the others to her friends.

6. Write a sentence for each picture. Use the list words in your sentences. Underline each list word that you use. Proofread your sentences with a partner.





Write the word to match each picture.

				
1.	2.	3.	4.	5.
				
6.	7.	8.	9.	10.

Hidden Words

Find the hidden words in each group of letters.

Circle the letters in the hidden word, then write the word.

Write the number of the picture word that rhymes with the hidden word.

The first one is done as an example.

	Hidden Word	Rhyming Word
1. aplookell	look	3
2. pnwutqan		
3. sknowhaf		
4. housefoy		
5. thschoold		
6. fwriteng		
7. rpythdrop		
8. bfpooler		
9. rorealum		
10. shthsnakep		
11. creohent		
12. twheelze		
13. bookjeck		

1. Write the words.

getting	swimming
swim	these

2. Add -s, -ing to these words.

get _____

swim _____

3. Write the list word that has the short vowel sound -e.

4. Write list words that rhyme with trim _____

pet _____

please _____ skimming _____

skimming _____

5. Write a list word in each sentence.

Will you take _____ books home tonight?

We're _____ a new chair for the story corner.

Do you go _____ in the winter?

Can you _____ in the deep end of the pool?

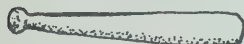
6. Write three sentences about the picture. Use the list words and underline them in your sentences. Proofread your sentences with a partner.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

1. Write the words.

camp	mad
am	cats
hand	sat
dad	

2. Write the name of each picture. Write the list word that rhymes with the name.



_____	_____
_____	_____
_____	_____

3. Write the two words that rhyme. _____

4. Write the right form of camp on each line.



The family went _____ on the weekend.

They _____ beside a lake.

Many other _____ were at the lake.

The _____ ground is always full.

5. Write a list word for each meaning.

another word for father _____

the complete form for I'm _____

has four fingers and a thumb _____

angry _____

animals that make good pets _____

1. Write the words.

<i>don't</i>	<i>I'll</i>
<i>didn't</i>	<i>it's</i>
<i>can't</i>	<i>wasn't</i>

2. Write a list word in each sentence.

We _____ wear boots today.

Now _____ snowing and we _____ go out.

We'll have to play a game inside. _____ show you how to play it.

3. Read the pairs of sentences. The underlined words in the first sentence tell you which contraction belongs in the second sentence. Write the contractions.

I cannot go to the store. _____ you go?

It is sunny outside. _____ hot today.

I will see you later. _____ be at the game.

He was not at school. He _____ feeling well.

She did not take the bus. She _____ have a ticket.

They do not have a car. They _____ need one.

4. Write 3 questions. Use a contraction in each question.

1. Write the words.

take	comes	having
takes	come	make
taking	coming	makes
named	have	making

2. Write the list words that have endings.
Beside each list word, write its root word.

List word	Root Word	List Word	Root Word

3. Use list words and words that rhyme with the list words.

We watched the boats sailing on the _____.

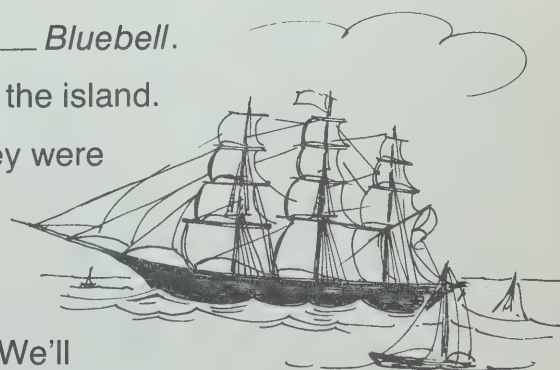
_____ of the boats were very large.

One of the large boats was _____ *Bluebell*.

That boat was _____ visitors to the island.

The visitors were talking and laughing. They were

_____ a good time.



4. Write the right form of the word on the line.

have We're _____ a party. We'll
_____ popcorn and peanuts to eat.

come We hope you'll _____ to our party.
Many of your friends are _____, too.

Spelling List

about	daddy	I'll	rabbit	walk
all	do	I'm	right	want
another	doll			water
any	don't	kitten	said	what
apples		know	scare	where
as	end		should	would
	every	light	spring	
baby		long	story	yellow
ball	fast	love	summer	yes
bell	find			
bet	fly	monster	tall	
blue	food	my	that	
box	from	mew	them	
bring	funny		there	
but		night	they	
	give	no	thing	
call	going		this	
can't	gold	of	thought	
caught	got	off	told	
coat		oh	top	
cold	happen	old		
could	happy	once	very	
cut	has	other		
	have			
	hill	pony		
	hit	pretty		
	hold	put		

Spelling List

about	face	jump	people	these
am	fall	jumped	place	they
asked	feed		pool	things
ate	feet	know	pull	think
	fell		puppy	through
ball	felt	lake		too
bell	find	landed	read	top
best	fishing	late	real	tree
bike	five	life	rock	try
book	flower	lights	room	
boy	food	like		walk
bright	friend	likes	same	walked
brown	funny	little	sat	walking
bought		live	school	wanted
by	gets	lives	set	wasn't
	getting	look	shadow	watch
call	gives	looked	sick	week
called	grade		six	well
camp	ground	mad	sleep	went
can't		make	snake	wheel
catch	hand	makes	space	when
cats	happy	making	still	where
climb	have	men	sun	who
come	having	met	supper	why
comes	high	milk	swim	window
coming	hill	moon	swimming	would
	hit	much		wouldn't
dad	hot	my	take	write
didn't	house		takes	
dive		named	taking	zoo
dog	I	nice	talk	
don't	I'll	nine	teach	
	it's	next	teacher	
each			tell	
eight		our	ten	
end			then	

DATE DUE SLIP

Words

Writing Them

DUE EDUC MAR 2 '83	DUE EDUC NOV 0 5 '85
RETURN MAR - 2 '83	NOV 0 5 RETURN
DUE EDUC SEP 27 '83	DUE EDUC OCT 2 6 '87
RETURN SEP 26 '83	OCT 2 6 RETURN
DUE EDUC OCT 20 '83	DUE EDUC APR 0 5 '88
RETURN OCT 14 '83	APR 5 RETURN
DUE EDUC OCT 13 '84	
OCT 0 9 RETURN	
DUE EDUC OCT 19 '84	
OCT 1 2 RETURN	
DUE EDUC NOV 20 '84	
DUE EDUC NOV 2 6 '84	
NOV 2 2 RETURN	
DUE EDUC NOV 3 0 '84	
NOV 2 9 RETURN	
DUE EDUC OCT 2 9 '85	

F. 255

PE 1117 T49 1977 GR-03 LEV-6

WKBK- C-6

THORN ELIZABETH A

EXPRESSWAYS

39586069 CURR



000011580818

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

PE 1117 T49 1977 gr.03

lev.6 wkbk. C. 6

Thorn, Elizabeth A.

Expressways :

39586069 CURR



B15364

LEVEL 6

ISBN 0-7715-5962-3